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Thematic Module 6A




On the Move



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Thematic Module 6A

On the Move

Day 1 to Day 9



This product is the result of a joint venture with the following contributors:



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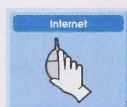
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Module 6A: On the Move
Day 1 to Day 9
Student Module Booklet
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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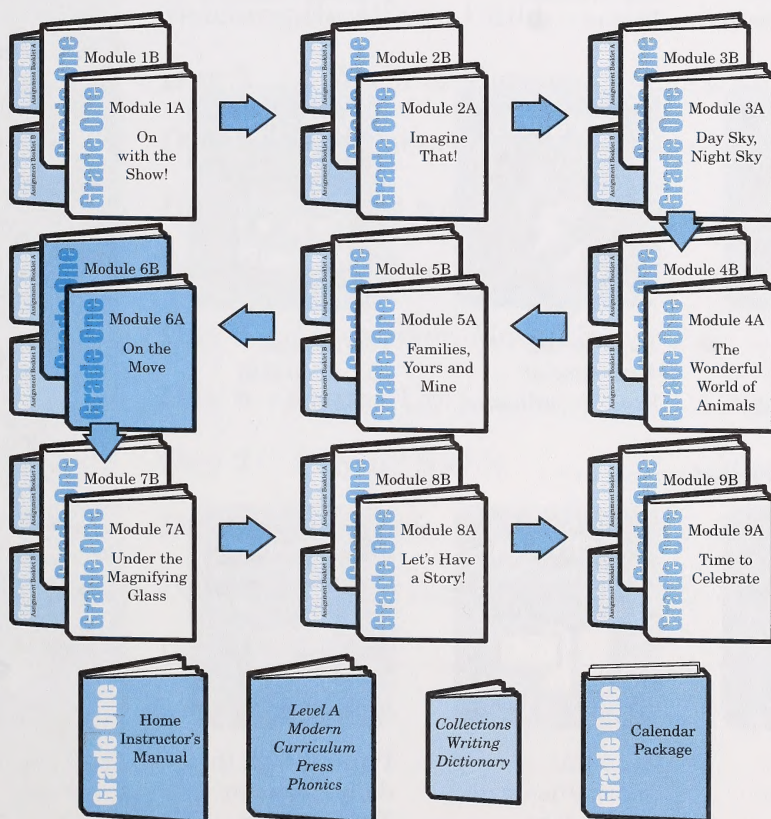
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Course Overview: Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

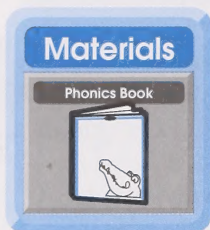
Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



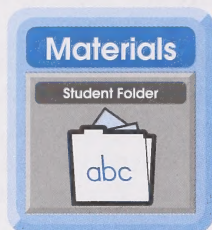
Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

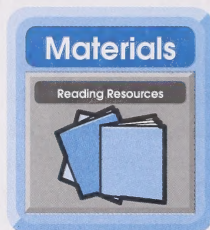
Icons: Materials



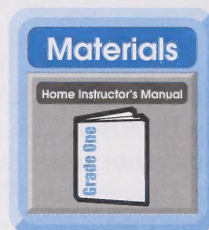
Turn to the
*Level A: Modern
Curriculum Press
Phonics* book.



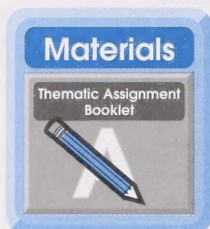
Place an item in
the Student
Folder.



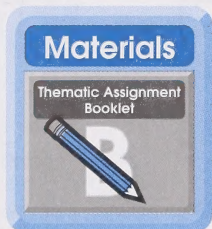
Turn to the
reading resource
indicated.



Turn to the Home
Instructor's Manual
for further
information.



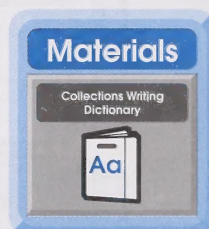
Turn to the
Assignment
Booklet indicated.



Turn to the
Assignment
Booklet indicated.

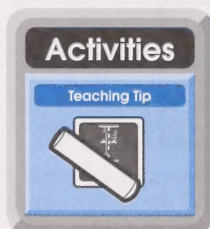


Turn to the
audiocassette
indicated.



Turn to the
*Collections Writing
Dictionary*.

Icons: Activities



Read this
information to
yourself.



Read this
information with
the student.

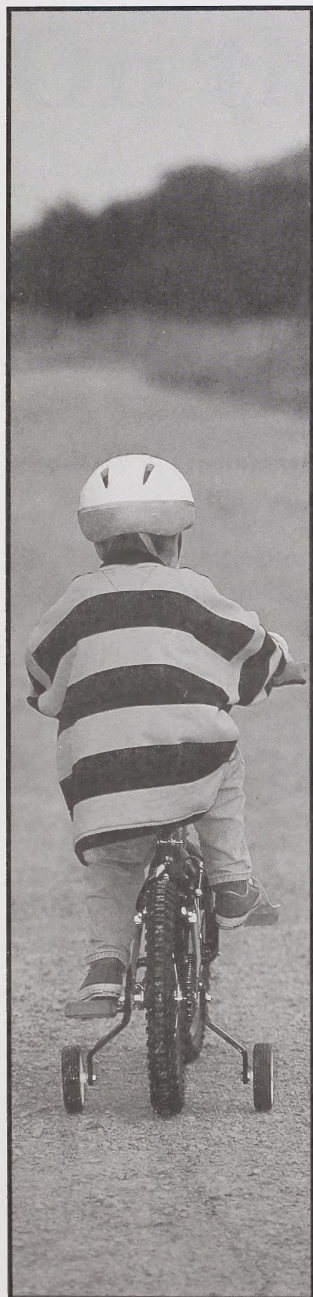


Proceed with the
daily Calendar
Time activity.



Access the Internet for
the student. (This activity
is always optional.)

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Module 6 Overview

On the Move

Welcome to the module that is On the Move! Over the next few weeks, you and your student will move through several curriculum objectives to discover that movement is everywhere. Machines, animals, and people move in many ways. A glimpse into these movements is provided through the activities of this module.

Physical safety is emphasized—keep safe while you keep moving!

The student will create an Action Alphabet book over the course of the module and move creatively in response to each letter.

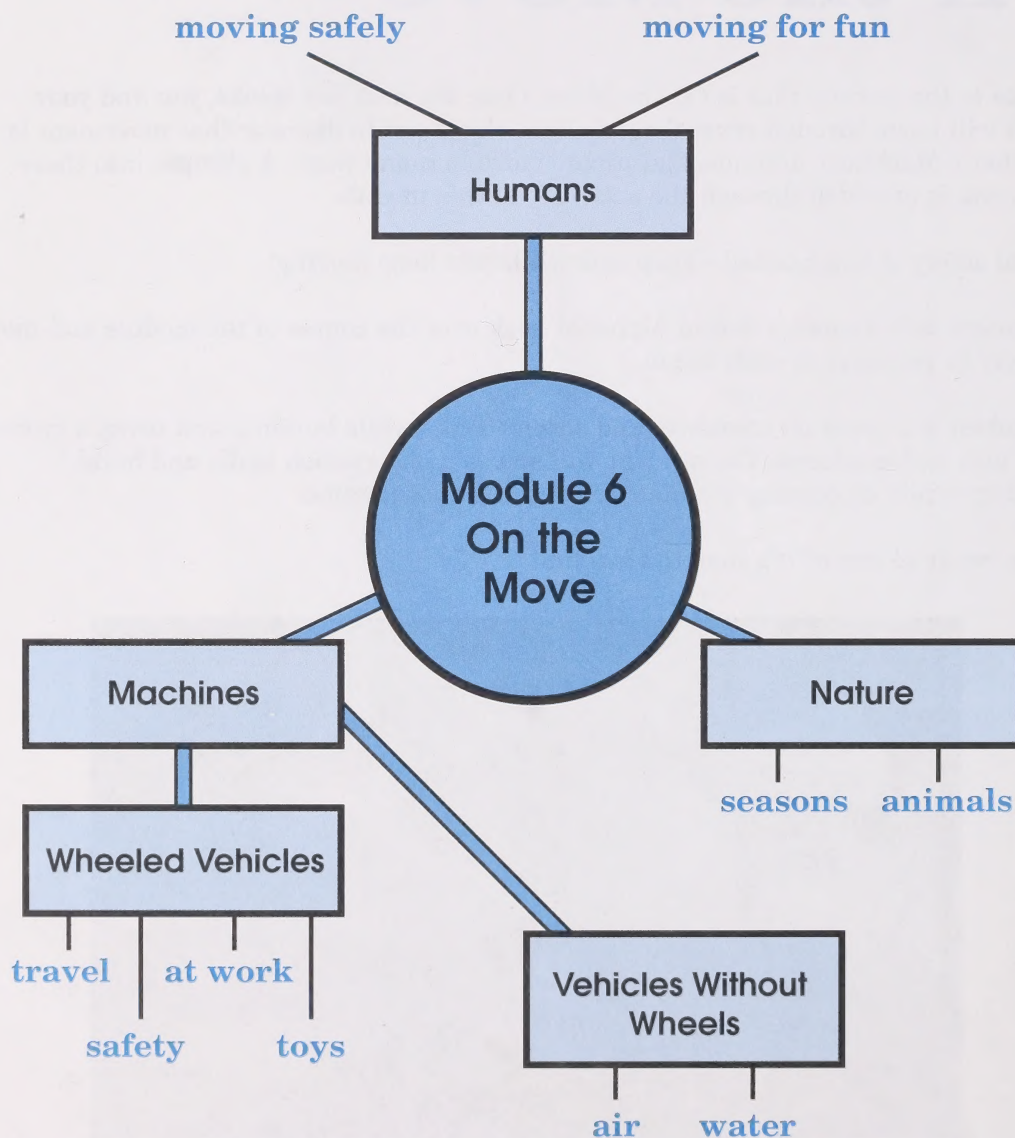
The student will focus on creativity and science skills while building and using a variety of simple toys and machines. The student will sharpen observation skills and build vocabulary while discussing the many modes of transportation.

Are you ready to move? It's time to have fun!



Module Web Chart

This chart highlights the main theme topics for this module.



Module Skills and Concepts

This module meets many curriculum objectives while building on your student's enjoyment and appreciation of movement. This Thematic course is an integrated program, which means that you will find objectives from one subject often relating to or overlapping those of another subject.

Many of the health, drama, and music objectives are developed through movement activities. In fact, even some of the language arts objectives are learning through actions in this module. What is the connection between language learning and movement? Moving to express letters, words, sounds, and meanings gives a physical association to language that helps to make it more relevant to the student. Kinesthetic movement also helps a student recall and retain concepts more easily.

Connections between various parts of the program make learning easier, more enjoyable, and more meaningful for the student. The goals and topics listed below are only a sample of the total educational package included in this module.

Language Arts Skills

- **Reading**—using comprehension skills, consonant blends, word endings, and digraphs to decode words; recognizing larger units, such as word endings, in words; making increasingly sophisticated predictions about content; building recognition of high-frequency words; suggesting changes to stories; recalling details from reading
- **Writing**—experimenting with a variety of forms in an alphabet-book format; changing a pattern to create a rhyming poem; using capital letters and periods in written activities; using a combination of constructed and standard spelling in personal writing; recording observations through words and pictures; increasing written vocabulary through the use of charts and a personal dictionary
- **Speaking**—increasing speaking vocabulary; asking questions on a topic; expressing opinions about stories and poems; suggesting improvements to written material; sharing information with a familiar audience; responding to questions; retelling details of stories or a sequence of events; participating in discussions and brainstorming activities
- **Listening and Viewing**—listening for information and enjoyment; following directions; conducting a visual survey for information
- **Printing**—printing words and sentences using lined and unlined paper; printing legibly

- **Phonics**—recognizing consonant blends (**pr, cr, dr, tr, fr, pl, bl, cl, fl, gl, sw, sp, sk, sl, sn, st, scr, squ,** and **str**); recognizing word endings (**-ing, -ed,** and **-s**); recognizing consonant digraphs (**th, wh, ch,** and **sh**); recognizing the three sounds of **y** (as in **yellow, fly,** and **puppy**)
- **Spelling Words**—mastering the spelling of the words **that, this, to, from, was,** and **with**
- **High-Frequency Words**—mastering the spelling of words **people, now, down, who, only, did, write, find, too, such, much, used, water, good, look, came, come, long,** and **very**

Other Subject Skills

- **Science**—describing materials and objects; manipulating materials; developing observation skills; constructing toys and models; comparing objects; identifying component parts; recognizing that vehicles are constructed for specific purposes; recording observations; classifying natural and manufactured objects; following directions; constructing graphs; making predictions; using a variety of sources to gain information
- **Physical Education**—understanding the importance of physical activity; participating in a variety of movement activities; learning to properly care for and handle equipment; experimenting with creative movement; developing awareness of the function of the circulatory system; learning how the heart and muscles aid movement; developing gymnastic skills; stopping, starting, and changing directions; throwing and catching; participating in movement sequences in response to verbal and musical stimuli; understanding basic action words and prepositions
- **Health and Life Skills**—developing good posture; developing an understanding of the need for exercise; practising pedestrian safety, safety on public and private transportation, playground and outdoor safety, and bicycle safety; setting goals; stating preferences; self-evaluating
- **Music**—responding to music through movement; developing awareness of beat and tempo; enjoying music; singing
- **Drama**—mimicking the movement of machines and animals; improvising movement; developing free and controlled movement; practising moving in a variety of ways in response to stimuli

- **Visual Arts**—assessing the use and function of machines; using a horizon line in painting; documenting activities visually; painting; drawing; modelling with modelling clay; using computer graphics and fonts (optional); experimenting with a combination of media to create an alphabet book
- **Information and Communication Technology**—creating original text using word-processing software to communicate and demonstrate understanding of forms and techniques; creating visual images by using such tools as paint and draw programs for particular audiences and purposes; navigating within a document, compact disc, or other software program that contains links; accessing and retrieving appropriate information from electronic sources for a specific inquiry; using technology to support and present conclusions; performing basic computer operations such as powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, ejecting disks, powering down, and applying terminology appropriate to the technologies being used

Note: Students are not expected to master all of these concepts and skills at this time, but will work toward mastery throughout the program.

Module Materials

Books

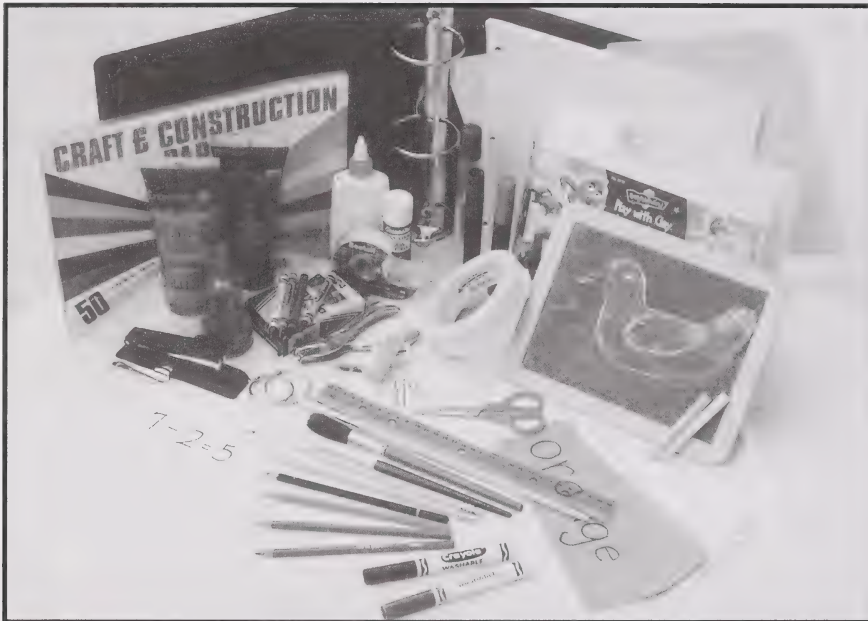
- Calendar Package
- *Collections Writing Dictionary*
- *Dive In* (Nelson)
- *Jump In* (Nelson)
- *Level A: Modern Curriculum Press Phonics*, selected pages
- *Slide In* (Nelson)
- *Toes in My Nose* by Sheree Fitch
- *Zoom In* (Nelson)

Audio Resources

- *10 Carrot Diamond* by Charlotte Diamond (audiocassette)
- *Classics for Children* by Boston Pops Orchestra/Arthur Fiedler, Conductor (compact disc)
- *The Orchestra* with Peter Ustinov and Toronto Philharmonic Orchestra

General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



See the Home Instructor's Manual for further information on the Master List of Required Materials.

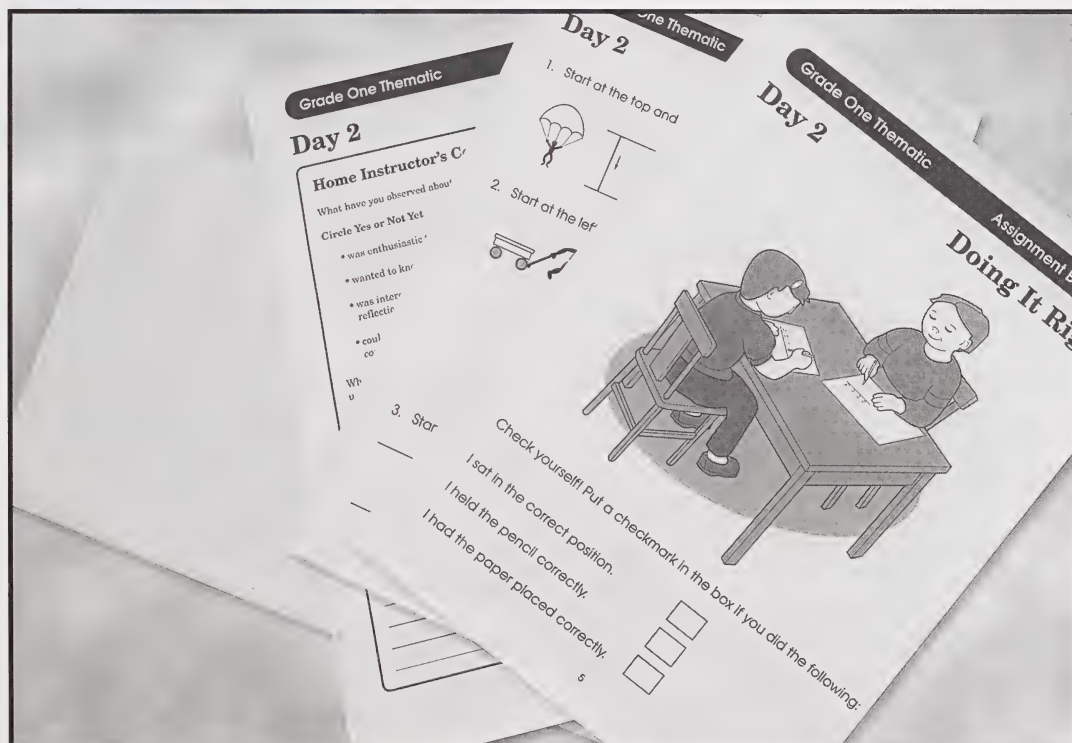
Student Folder



Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.



Note: The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



Additional Resources



The basic reading resources that students need are provided. You could extend these with additional resources from a public or school library. Listed below are theme-related resources that would enrich this module.

A trip to the library in search of extra materials might be a delightful beginning to your module. In addition, you could investigate the many games and computer programs on the market that may enhance the student's learning opportunities.

Fiction Books

Alphabet

- Albert's Alphabet* by Leslie Tryon
Alligator Arrived with Apples: A Potluck Alphabet by Crescent Dragonwagon
The Awful Aardvarks Go to School by Reeve Lindbergh
Eating the Alphabet: Fruits and Vegetables from A to Z by Lois Ehlert
A Mountain Alphabet by Margriet Ruurs
A Northern Alphabet by Ted Harrison
A Prairie Alphabet by Jo Bannatyne-Cugnet

Animal Movement

- Animal Acrobats* by Toni Eugene and Robert Cremins
Elephants Swim by Linda Capus Riley and Steve Jenkins
Funny Walks by Judy Hindley
Jump Frog, Jump! by Robert Kalan
Jump Like a Frog by Kate Burns
Slither, Swoop, Swing by Alex Ayliffe

Baseball

- The Ball Game* by David Packard
The Berenstain Bears Go Out for the Team by Stan and Jan Berenstain
Get the Ball, Slim by Marcia Leonard
Take Me Out to the Ball Game by Maryann Kovalski

Bicycles

- Bicycle Race* by Donald Crews
Colliding with Chris by Dan Harder
D. W. Rides Again! by Marc Tolon Brown
Franklin Rides a Bike by Paulette Bourgeois

Movement

- Hop, Skip, Run* by Marcia Leonard
Up and Down on the Merry-Go-Round by John Archambault and Bill Martin Jr.

Toys

Anna's Red Sled by Patricia Quinlan
Babushka's Doll by Patricia Polacco
Kate Skates by Jane O'Connor

Travel

Gifts by Jo Ellen Bogart
Jingle Bells by Maryann Kovalski
Let's Go Traveling by Robin Rector Krupp
Round Trip by Ann Jonas
Shortcut by Donald Crews
Stringbean's Trip to the Shining Sea by Jennifer Williams

Transportation

Boats by Anne F. Rockwell
Cars by Anne F. Rockwell
Cars! Cars! Cars! by Grace MacCarone
Harbor by Donald Crews
Matthew and the Midnight Money Van by Allen Morgan
Matthew and the Midnight Tow Truck by Allen Morgan
The Mouse and the Motorcycle by Beverly Cleary
Mr. Gumpy's Motor Car by John Burningham
On the Go by Ann Morris
Row, Row, Row Your Boat by Joanne Oppenheim
Runaway Ralph by Beverly Cleary
Sail Away by Donald Crews
Sheep in a Jeep by Nancy Shaw
Truck by Donald Crews
The Wheels on the Bus by Maryann Kovalski

Water Cycle

The Magic School Bus: At the Waterworks by Joanna Cole
The Water's Journey by Eleonore Schmid

Non-Fiction Books

Animal Movement

How Animals Move by Michel Barre
How Does a Bird Fly? by S. Mayes
How Do I Move? by Shirley Greenway
On the Move: A Study of Animal Movement by Joyce Pope, Stella Stilwell, and Helen Ward

Bicycles

Bicycle Book by Gail Gibbons

Transportation

Bulldozers by Peter Brady
Excavators by Jean Eick
Giant Dump Trucks by Jean Eick
Mighty Machines: Airplane by Christopher Maynard
Motor Graders by Jean Eick
What's Inside?: Boats Dorling Kindersely Series
What's Inside?: Planes Dorling Kindersely Series
What's Inside?: Trucks Dorling Kindersely Series

Videocassettes

Health and Safety

Head to Toe series. Agency for Instructional Television, 1993–94. The series includes the following titles:

- *In a Heartbeat*. 15 min. ACCESS number VC367203, 1994.
- *Muscles: Holding You Together*. 15 min. ACCESS number VC367204, 1993.
- *Safety First*. 15 min. ACCESS number VC367215, 1993.
- *Standing Tall*. 15 min. ACCESS number VC367205, 1993.

- *Staying Healthy*. 15 min. ACCESS number VC367214, 1993.

Safety for Children series. Churchill Media, 1994. The series includes the following titles:

- *Pedestrian Safety*. 9 min. ACCESS number VC375201, 1994.
- *Playground Safety*. 10 min. ACCESS number VC375202, 1994.

Transportation

Harriet's Magic Hats series. ACCESS Network, 1997–98. The series includes the following titles:

- *Airplane Pilot*. 14 min. ACCESS number VC207214, 1997.
- *Farm Machinery Dealer*. 14 min. ACCESS number VC207115, 1997.
- *Garbage Collector*. 15 min. ACCESS number VC207107, 1998.
- *Ski Instructor*. 15 min. ACCESS number VC207149, 1998.
- *There Goes a Boat*. 35 min. Kid Vision, 1994.
- *There Goes a Bulldozer*. 35 min. Kid Vision, 1994.
- *There Goes a Fire Truck*. 35 min. Kid Vision, 1994.
- *There Goes an Airplane*. 35 min. Kid Vision, 1994.
- *There Goes a Police Car*. 35 min. Kid Vision, 1994.
- *There Goes a Space Ship*. 35 min. Kid Vision, 1994.
- *There Goes a Train*. 35 min. Kid Vision, 1994.
- *There Goes a Truck*. 35 min. Kid Vision, 1994.
- *Toy Tester*. 15 min. ACCESS number VC207149, 1998.

Internet

Animal Movement

KidsCom Animals of the World
<http://www.kidscom.com/games/animal/animal.html>

Polar Pairs
<http://www.mnh.si.edu/arctic/game/>

Swimming with Whales
<http://www.pbs.org/wnet/nature/spermwhales/html/whaleintro.html>

Safety

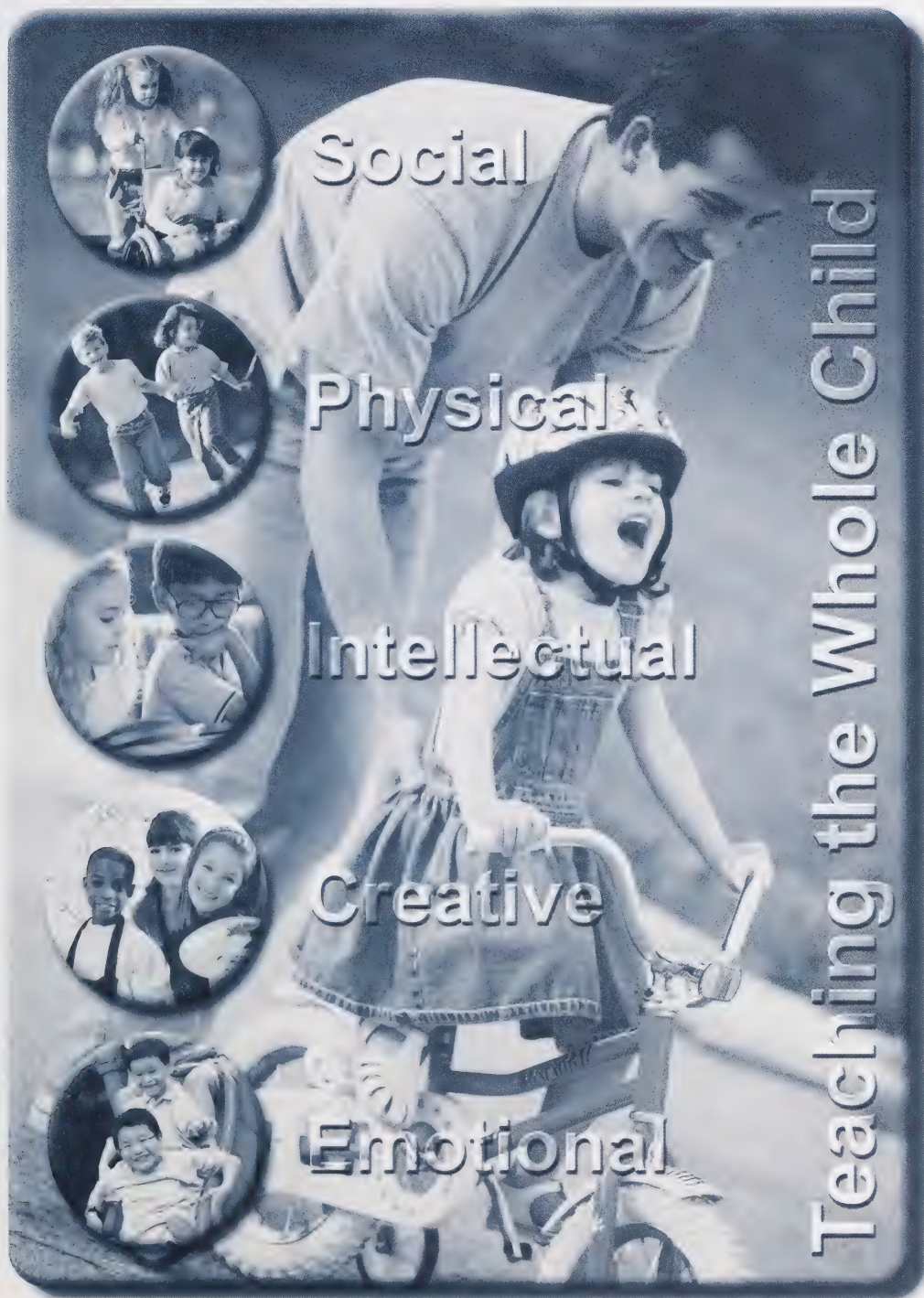
Bike Helmet Safety Quiz
<http://www.cfc-efc.ca/docs/cich/00001289.htm>

Bike Helmets and Your Child's Safety
<http://www.cfc-efc.ca/docs/cich/00000015.htm>

Child and Family Canada
http://www.cfc-efc.ca/menu/safety_en.htm

Elmer the Safety Elephant
<http://www.safety-council.org/info/child/elmer/elmerthe.htm>

The I'm Safe Network
<http://www.imsafe.com/>



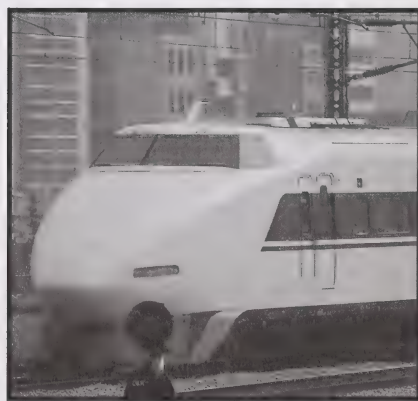
A World of Movement

From the movement of children at play to the movement of animals and machines, the whole world is on the move.

As you move into today's lesson, you and your student will consider the diversity of movement all around you.

Today your student will begin several activities that will continue throughout this module. A Movement Words chart will be started, and you will continue to add to it as the module progresses.

Your student will create an Action Alphabet book, beginning with the letter **Aa**. The Project Time assignment will feature a movement collage.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 243 and 244
- Thematic Assignment Booklet 6A – Day 1: Consonant Blends
- “Just Watch” in *Slide In*
- computer (optional)

Silent Reading

- books, magazines, or favourite reading material

Math Time

- See Mathematics Module 6, Day 1.

Project Time

- magazines that can be cut

Let's Look Back

- Thematic Assignment Booklet 6A – Day 1: Learning Log

Story Time

- mutually chosen reading material



Calendar Time

Time recommended: 30 minutes

If this is the beginning of a new month, take out a blank calendar page and help the student print the name of the month and the numbers to date. On a blank calendar-picture page, draw a picture for the month. The drawing could be related to the current theme or may be seasonal. Help the student post the new month in the learning area.

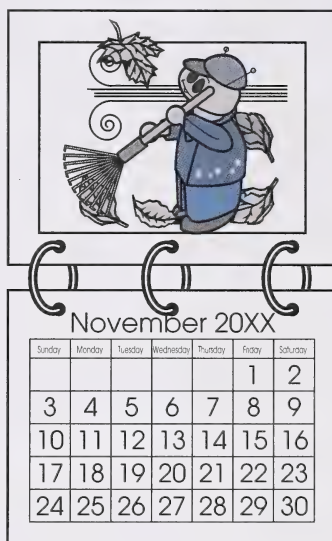
If it is not the beginning of a new month, continue with your current calendar and prepare a new month's calendar on the first school day after the month changes.

Day 1 • A World of Movement

Your student will be constructing a weather graph on Day 18 of this module. If you and your student have completed previous modules in this program, continue to use the weather key you have created.

If this is your student's first module, decide on a symbol for each type of weather. Refer to the Additional Calendar Activities in the Calendar Package for examples of weather symbols.

Complete the basic Calendar Time procedure found in the Calendar Package. Refer to other sections of the Calendar Package for additional activities.



Focus for Today

Materials

Thematic Assignment Booklet



Today's focus is on your student's **skills and attitude in visual arts**. Preview Day 1: Learning Log in Thematic Assignment Booklet 6A.



At the beginning of each day, you will be advised of the focus for the day. Some days you will be referred to a Learning Log found in the accompanying Assignment Booklet. Previewing this log before starting the lesson will assist you in observing and commenting on the focus area.

In the Learning Log, you are also encouraged to comment about your student's social, physical, intellectual, creative, and emotional development. Such details will give both you and the teacher a better understanding of how the student learns and what progress is being made.

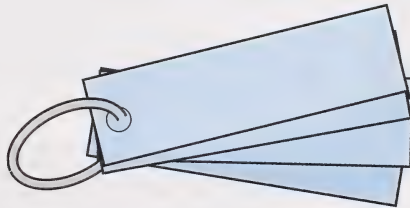
Language Arts

Time recommended: 35 minutes

Word Study

At the end of Module 5, words from the New Word Box and the word bank were made into two ringed books:

- one containing theme-related and personal-interest words on white index cards
- the other containing coloured index cards with high-frequency words



From time to time, review the cards with an emphasis on the high-frequency words.

Today you will start a new collection of sight words for this module.

Ask the student to choose two words to learn. These words could be related to this module or they may be of personal interest. Print each word on a white index card.

Day 1 • A World of Movement

Help your student learn to read the words by doing the following activities:

- Print a short sentence in which the new word has been replaced by a blank line. Ask the student to print the new word on the blank and then read the sentence aloud.
- Print the word on unlined paper and study the individual letters. Ask the following questions:

What is the beginning sound?

What is the name of the letter that makes the sound?

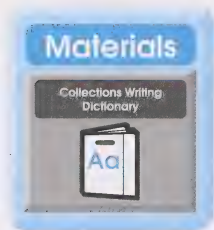
What is the ending sound?

- Have the student spell the word aloud while printing it.
- Make a list of words that rhyme with the new word and contain the same word ending, such as **wheel** and **feel**.
- Add the new words to the *Collections Writing Dictionary*.

Have the student place the index card in the New Word Box.

Refer to the Word Study Teaching Notes, found in the Appendix of the Home Instructor's Manual, for additional suggestions on teaching word recognition.

If the student has difficulty with word-study activities, limit the number of words that you work with. Perhaps one new word a day would be enough for now. Discuss any concerns regarding learning with the student's teacher.



Phonics

Your student will be working on **consonant blends** for the next few days. In a consonant blend, the sounds of both the letters are heard, but they are merged together. Today's activities focus on words with **r** blends, such as **tr**, **gr**, **pr**, and **fr**.



If you have alphabet blocks, spell out this **r**-blend word with the letter blocks.



Tell the student that some letters “stick together” like close friends. Bring the two blending letters together and place them side-by-side to illustrate this point. If you don't have alphabet blocks, use the letter cards that may still be in the back of *Level A: Modern Curriculum Press Phonics* or make letter cards from construction paper.

You could use the following dialogue to guide your discussion.

Some sounds go together when you sound out a word.

What two sounds go together at the beginning of the word **frog**?

What's the name of the letter that makes the first sound? the second sound?

Let's practise blending the letters **f** and **r** together. (Have the student observe in a mirror the position of the mouth and tongue when blending the letters **f** and **r** together.)

Say the word **frog**.

What sound do you hear after you have blended together the sounds of **f** and **r**? (o)

What is the name of the letter that makes that sound?

Say the word **frog** again.

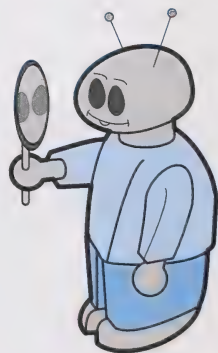
What sound do you hear at the end of the word **frog**? (g)

What's the name of the letter that makes that sound?

Look in a mirror and say the word **frog** slowly a few times. (If necessary, demonstrate how you would sound out the word by exaggerating the blend, then adding the other sounds.)

Now say the word quickly a few times.

Spell the word **frog**. (f-r-o-g)



Print the words on a piece of paper or chalkboard to help your student visualize how the letters “stick together.” If necessary, underline the blend to show that the letters combine to make one sound. Demonstrate how you would sound out the word by exaggerating the blend and then adding the other sounds.

fr o g

cr i b

gr a ss

If your student needs more practice, print the following words on the chalkboard or a piece of paper.

crab

brush

drum

dress

Ask your student to show which letters stick together by drawing a coloured line below them. Then have the student sound out the word aloud. Make sure the student blends the two beginning sounds correctly.

Materials

Phonics Book



Open *Level A: Modern Curriculum Press Phonics* to page 243. Read the instructions together and have your student complete the page as independently as possible. Once it is completed, explain the directions for page 244 and have the student complete the page.

Mark the pages for immediate feedback and guide the student to make any necessary corrections. Re-mark the pages with a different colour of pen. After the page has been corrected, follow the instruction at the bottom of the page. Point to several pictures and ask the student to spell the words.

Printing

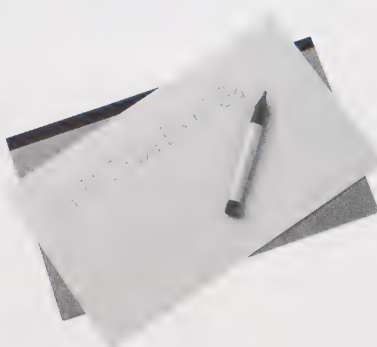
In Printing today, your student will unscramble letters to form words beginning with consonant blends. If necessary, provide assistance reading the clues for each blend.

Materials

Thematic Assignment Booklet

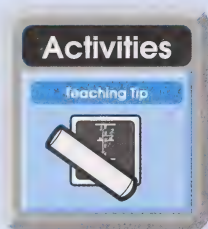


Turn in Thematic Assignment Booklet 6A to Day 1: Consonant Blends.



Music and Movement

Time recommended: 10–15 minutes



Structured activities are provided throughout this module for the Music and Movement sections. If there are some days you think your student would benefit from a less structured approach to fitness, such as a brisk walk through the neighbourhood or a playtime at a nearby park, that is fine. Preview the section's content for that day, however, and see if some of the elements can be incorporated into your chosen activity.

For example, a session might include following signals to start and stop. These signals could be included while on a walk as you stop at a street corner and then start across when it is safe. If the section emphasizes the use of the arms, for example, then playtime at the park would be appropriate as your student pushes a swing or climbs on equipment.

Begin today's Music and Movement with a game exploring different types of movement and responding to directions to start and stop. Use a script such as the following:

Today we are going to play a movement game.

When I say the word **start**, I want you to move around the room (park, field, etc.).

As soon as I say the word **stop**, stop immediately.

Freeze in your position.

Ready? Start!

Allow the student to move freely about the space. Then clearly say “Stop!” If necessary, remind your student to remain still after the stop command has been given. Repeat the activity.

After the next stop, ask your student the following questions:

What other ways can you move across this space?

Can you hop, skip, roll, or crawl?

Make suggestions that are appropriate for the student and the area being used.

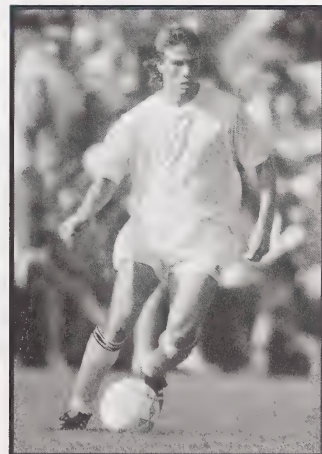
This time when I say the word **start**, choose a different way to move.

Each time I say the word **start**, I want you to think of a different way to move.

Discuss with the student that the ability to stop immediately is an important skill for sports such as soccer, hockey, baseball, and basketball.

Being able to stop immediately is also a safety skill. Ask your student to think of an occasion when it would be very important to stop immediately, such as when about to cross a busy road or reaching for something on a hot stove.

Congratulate the student when any improvement in response time occurs.



Action Alphabet Poem

Music and Movement sessions in this module end with an action alphabet poem, featuring one or more letters of the alphabet. Later, the featured letter(s) will be written about in the Action Alphabet book.

Read the poem of the day aloud. Your student can think about how to move according to the content of the poem. Then read the poem aloud a second time while the student acts it out.



Today's letter is **Aa**.

Your student can think of and perform an action for each line of the poem. A suggestion for an action for the first line could be to raise the arms in the shape of an apple.

**Aa is for apples.
They grow on a tree.
Reach up and pick one.
Now an apple's in me!**

The culmination activity for this module will be a performance of the entire action alphabet.

Language Arts

Time recommended: 60 minutes

Reading

Point to the title on the cover of this Student Module Booklet. Ask your student to read the name of the module and then consider what the phrase "On the Move" means.

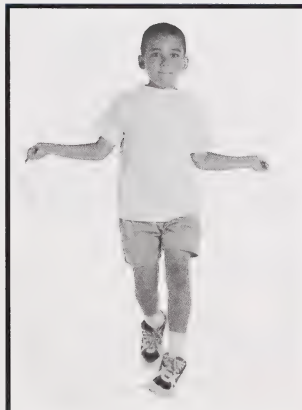
Challenge your student to think about all the things that can move. As your student brainstorms, jot the items down on a piece of paper or a chalkboard. Look at the items that were listed and guide your student to group them into categories. For example, did your student list several machines, animals, or people that could move? Those will be the main categories.

Take a piece of chart paper or unlined loose-leaf paper and title it **Movement Words**. Prepare columns for each of the categories (machines, animals, and people) and print the name of the category at the top of the column.

Movement Words			
People	Animals	Machines	Other

Use the following script to elicit movement words.

What are some of the ways that people can move? Show me.



Day 1 • A World of Movement

Encourage your student to act out and identify different movements, such as hopping, marching, or running. List these words on the chart under the **People** heading.



In order to keep the chart simple, use base words, such as *jump* rather than *jumping* or *hop* rather than *hopping*. Use verbs (action words) rather than nouns (naming words).

What are some of the ways that machines move? Show me.

Encourage the student to act out and identify different movements. Record the descriptive words under the **Machines** heading.



Brainstorm movement words for the other categories as well.

Look back over the columns and read the words aloud together. Post this chart in your learning area. Your student will be referring to it and adding new words to it throughout this module. You could expand it at some point by adding another piece of paper.

Materials

Reading Resources



Take out the anthology *Slide In*. Find the Table of Contents and ask the student to help you look for the title “Just Watch.” Read the page number together and turn to the story.

Encourage looking at the pictures and suggesting what action each child is performing.

Read the pages aloud. Then ask your student to act out each line as you read it a second time.

Then ask the student to read “Just Watch” independently. Are there any movement words from the selection or the demonstration that could be added to the Movement Words chart? Add them now.



Writer's Workshop

During this module, the child will spend each Writer's Workshop session creating the cover, title page, and pages for an Action Alphabet Book. The book could be created using unlined paper, which can be collected in a folder or binder. The first half of the pages will be sent in with the other assignments on Day 9, and the remaining half will be submitted on Day 18.

Today the cover and a page for the letter **Aa** will be created. You may use Manila or other sturdy paper for it.

Activities

Teaching Tip



Before beginning this activity, it would be a good idea to look through some alphabet books that you have on hand or that you have gathered from the library. There is a list of alphabet books in the Additional Resources at the beginning of this module. Examine the books with your student to help develop an understanding of how alphabet books are organized.

Begin by rereading the poem of the day aloud and doing the actions together.

**Aa is for apples.
They grow on a tree.
Reach up and pick one.
Now an apple's in me!**

a

apple



Hold your hand to your mouth and pretend to eat an apple.



On the cover, ask the student to print **Action Alphabet Book**. Add the word **by** and the student's full name.

Alternative Activity

The title page and all other pages of the alphabet book could be created on the computer. Help the student choose the appropriate font, size, and style for the alphabet book.

The text can be printed out. Then the illustrations could be drawn by hand or a computer drawing program could be used.

Making the Action Alphabet Book

A similar procedure will be followed in each of the Writer's Workshop sessions.

- Choose action words or other words that start with the day's letter. The words can be chosen from the Movement Words chart, the Music and Movement poem of the day, or the student's own knowledge. From time to time your student could include the name of a friend.

Aa is for **Ann**. **Ann** acts like an **acrobat**.

When you get to the letter that begins your student's name, dedicate that page to your student's abilities.

- Print the words on the page. Begin with the letter of the day, and print both the upper- and lower-case versions. Then print a sentence or two about the letter.

A a

Aa is for **ants** crawling **around**.



- Illustrate the sentences. Crayons, pencil crayons, or felt markers can be used to add colour.

This ongoing project can change and evolve as the module progresses. Challenge the student to find several words that begin with the same letter.

A is for **amazing** **alligators** who juggle **apples**.

At other times, the letter of the day itself could be transformed to represent the action. For example, an upper- and lower-case **E** could be shown **exercising**.

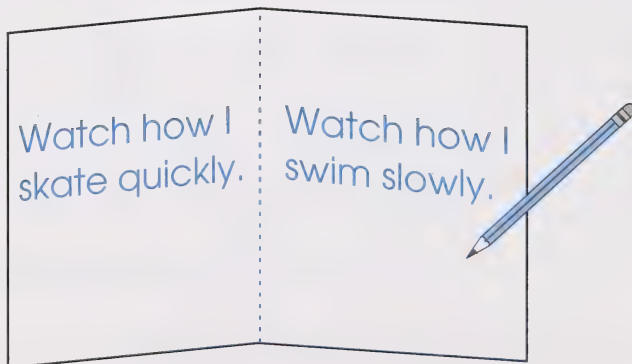
Encourage your student to include an action word for each page, even if it doesn't begin with that day's letter. The main emphasis with this project is for the student to consider and identify a wide variety of movements. Have fun with it!

Enrichment (optional)

Print the words **Watch how** on a chalkboard or paper, and then encourage the student to talk about movement activities, for example, “Watch how I skate quickly.” Add any new movement words to the Movement Words chart.



Fold an unlined sheet of paper in half and open it again. Now your student can print a sentence on each half of the paper about favourite movements or activities.

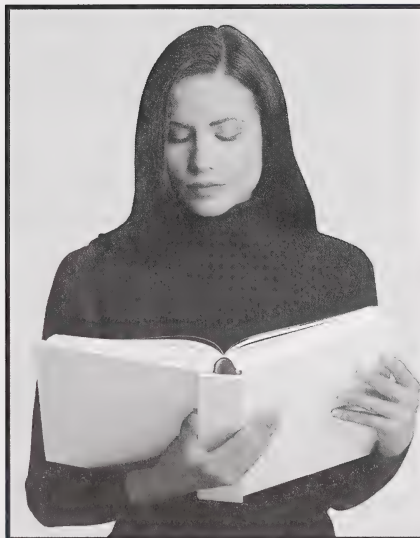


Encourage the use of the Movement Words chart to help spell any unknown words. The sentences can then be illustrated.

Now would be a good time to take a lunch break.

Silent Reading

Time recommended: 10 minutes



During Silent Reading, both you and your student may read whatever you choose. The reading material does not have to be about this module. The student may read several different things each day or may choose the same reading material more than once.

If other family members are present, encouraging everyone to take a short reading break would provide a great model for your student.

Math Time

Time recommended: 45 minutes

If registered in the Grade One Mathematics program that accompanies this Thematic program, students are encouraged to work on mathematics each school day. Proceed with Mathematics Module 6, Day 1 activities now.

If your student is not registered in the Grade One Mathematics program, then proceed with the activities that follow.

Project Time

Time recommended: 50 minutes

To increase your student's vocabulary and perception of things that move, a movement collage will be created. Your student will also classify pictures into the categories and add words to the Movement Words chart.

Gather a variety of magazines that can be cut. Ask the student to look through the magazines and cut out pictures of things that are moving.



When the pictures have been cut out, refer back to the Movement Words chart. Help the student sort the pictures into piles according to the categories in the chart.

As the student looks at each picture, talk about what action or movement is taking place in the picture. Add any new words to the chart under the correct column.

Now the student is ready to make the collage. Discuss the fact that a **collage** is a collection of pictures that shows a topic or idea. Tell the student that the pictures will be arranged first and then glued onto paper.

Use a piece of Manila paper or other sturdy paper for the backing. Ask the student to arrange the cut-out pictures on the paper in a pleasing manner. Collages often cover all the space with overlapping pictures, but allow your student to experiment with the arrangement. When the student is ready, the pictures may be glued in place.

The student could make a title for the collage by cutting out letters from the magazines. Other details can be added with felt markers, crayons, or yarn.



When the collage is dry, label the back of it with the student's full name and M6D1.

The collage could be displayed or placed in the Student Folder.

Sharing Time

Time recommended: flexible

Family members might enjoy viewing the movement collage and the first page of the Action Alphabet book. Your student could ask for suggestions for action words that begin with the letter **Aa**.

Let's Look Back

Time recommended: 10 minutes

Review the day's activities with the student. Find out what activities your student enjoyed doing and what was difficult. You could ask questions such as the following:

What was your favourite part of the day?

What could have gone better?

Day 1 • A World of Movement

The focus today is on visual arts. Ask questions such as the following to learn more about your student's skills and attitude toward art.

What did you like about making the collage?

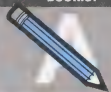
Do you like to try new things in art?

Do you find it easy to draw pictures to go with your writing?

Are you adding more details to your pictures and artwork now?

Materials

Thematic Assignment
Booklet



Turn in Thematic Assignment Booklet 6A to Day 1: Learning Log. Record your student's comments as well as your own.



Story Time

Time recommended: flexible

Story Time is a special sharing time for you and your child. Enjoy a relaxed and happy time as you read aloud a book you have chosen together. You may want to share a story at another time of the day that will better suit your family situation and schedule.



**You have finished your first
day of On the Move.**

Well done!

**Tomorrow you will
go on a walk to discover
how natural objects move in
your neighbourhood.**

Movement in Nature

How do natural objects move in your neighbourhood? That question is the basis of the nature walk you will enjoy with your student during today's Project Time. **L** blends are the topic in Phonics. Your student will practise words beginning with **bl**, **pl**, **fl**, **cl**, and **gl**.

The letter **Bb** is the featured letter for the Action Alphabet book. Today's high-frequency word is **people**.

This morning's Reading time has a story about an animal you will probably see in your neighbourhood. The story "Let's Feed the Birds" presents an unusual and fun way to feed birds. Have an enjoyable day!



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 245 and 246
- Thematic Assignment Booklet 6A – Day 2: Blends
- “Let’s Feed the Birds” in *Zoom In*
- Movement Words chart from M6D1
- graph paper with large squares (optional)
- computer (optional)

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 6, Day 2.

Project Time

- clipboard (optional)

Let’s Look Back

- Thematic Assignment Booklet 6A – Day 2: Learning Log

Story Time

- mutually chosen reading material



Calendar Time

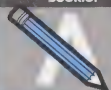
Time recommended: 10 minutes

Begin with the basic Calendar Time routine. Refer to your Calendar Time Teaching Notes for other suggested activities.

Focus for Today

Materials

Thematic Assignment
Booklet



Today's focus is on your student's **ability to use movement and gesture to express imaginative ideas**. Does your learner combine actions into movement sequences? Is mimicking the movement of a plant or animal enjoyable? Preview Day 2: Learning Log in Thematic Assignment Booklet 6A.



Language Arts

Time recommended: 35 minutes

Word Study

Activities

Teaching Tip



In order to make sense of a particular piece of text, a student needs a bank of sight words and familiar vocabulary. If there are too many unfamiliar words to decode in a reading, the reader loses control over the context and could become overwhelmed. The more sight words a student recognizes, the easier it is to make sense of a passage.

Today your student will work with a high-frequency word and a theme word.

Print the word **people** on a coloured index card. If the student automatically recognizes the word, place it in the personal word bank.

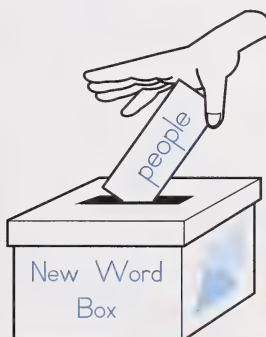
If further teaching is required, print the word on the chalkboard or on a piece of paper. Ask your student to say the word aloud. Point out the double-vowel combination **eo** and review the double-vowel generalization.

When two vowels go walking,
the first one usually does the talking
and says its own name.
The second one says nothing at all.

If you find it helpful, use the long-vowel symbol to give your student a reading clue. Also call attention to the silent **e** at the end of the word.

pēople

After studying the word with your student, place it in the New Word Box.



Your student could now choose a word related to the module's theme, such as **move**, **walk**, **jump**, or another of the movement words identified in the Movement Words chart. Print the student's chosen word on a white index card. Study the word as outlined in Day 1, Word Study.

Phonics

Consonant blends with the letter **l** are the focus of today's Phonics lesson. You can introduce the topic by having the child observe in a mirror the position of the mouth and tongue when making an "l" sound. Notice that the tongue is placed at the top of the mouth.

Next, ask your student to say the following sentence.

Please place the plums on the plate.



Notice how the tongue touches the top of the mouth for each "l" sound. Ask the student to listen for what letters are making the sound at the beginning of **please**, **place**, **plums**, and **plate**.

Review the concept of a blend, reinforcing the idea that two consonants go together to produce a sound. Introduce the blends **pl**, **fl**, **cl**, **bl**, and **gl** to your student by writing **plum**, **flock**, **club**, **black**, and **glue** on a piece of paper or the chalkboard. As you read each word, have the student identify the blends and the two letters that "stick together" to make the blend.

If the student needs additional practice, use the block or card technique from the Phonics lesson in Day 1 to form the words.

Another strategy is to write the first and second letters of the blend on masking tape and attach the pieces of tape to the backs of the student's hands. Be sure that the letters are correctly oriented for your student to see them. They must be right-side up to the student. Ask the student to move his or her fists together and read the new blend. Change the masking tape on the left hand to form the other blends your student needs to practise.

Print the following words on the chalkboard or on a piece of paper.

block flag glass clap plan

Materials

Phonics Book



Ask the student to read the words. The blends can be underlined to focus attention to them.

Now turn to page 245 in *Level A: Modern Curriculum Press Phonics*. Ask your student to read the poem at the top of the page. Which words begin with **l** blends? Ask the child to underline all the blends in the poem.

Materials

Student Folder



Have your student complete pages 245 and 246. Mark the pages and guide the student to make any necessary corrections. Re-mark the pages in a different colour of pen.

After this page has been corrected, label it with the student's full name and M6D2, and place it in the Student Folder.

Activities

Teaching Tip

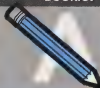


Marking the Phonics work as soon as it's finished gives your student immediate feedback and helps to teach good work habits. Having your student correct any errors will also reinforce the student's understanding of the concept being taught.

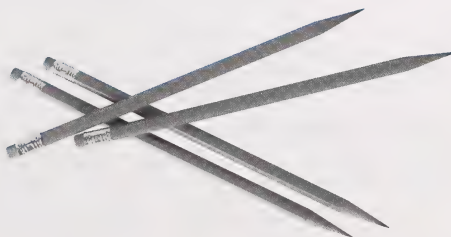
Printing

Materials

Thematic Assignment Booklet



In today's Printing activity, your student will use clues to print words containing **l** blends. Turn to Thematic Assignment Booklet 6A and follow the directions to complete Day 2: Blends.

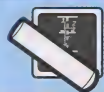


Music and Movement

Time recommended: 10–15 minutes

Activities

Teaching Tip



It is important that your student develop safety awareness when performing movement activities.

Good safety habits include the following:

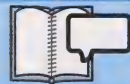
- running, jumping, and landing safely
- being aware of other people and objects when moving
- listening to and following directions

Take a few minutes today to discuss good safety habits with your student before completing the movement activities.

In the Language Arts session in Day 1, your student practised machine movements and human movements. Today you will discuss how plants and animals move. You could introduce the topic as follows:

Activities

Home-Instructor's Script



Did you know that plants can move?

I want you to pretend you are a tiny sprout.



Show me how you move as you grow into a tall tree.

Show me how a tall tree moves on a windy day.

Now pretend you are a seed in a bit of dandelion fluff.



How do you move when the wind blows?

Now show me how you land on the ground and start to grow.

Show me how a flower turns to face the sun.

Plants can't run and jump like animals and people, but they move as they grow or as they are blown by the wind.

Day 2 • Movement in Nature

Continue the discussion, focusing on animals this time.

Now let's talk about the way animals move.

Pretend you are a squirrel.



You are looking on the ground for pine cones to eat.

When you find a pine cone, carry it back to your tree in your mouth.

Climb up to a branch and eat your pine cone there.

Danger! Quickly jump to another tree.

Now you are safe. But where are the other squirrels? Go on a search to find them.

Now you are tired. Go back to your nest to find shelter.

Wrap your tail around you to keep warm.

After your student has demonstrated these movements, ask the following question:

What movement words describe how a squirrel moves?

Add any new words to the Movement Words chart that you began on Day 1.

Now try some jumping movements.

Let's try some more movements.

Can you show me some little jumps on the spot?

Can you make the jumps bigger? (Demonstrate to the student the proper way to land on both feet with knees bent.)

How high can you jump? Can you bounce like a ball?



Now, if possible, have your student practise balancing in different positions.

Let's try some balances! What ways can you balance on two hands and two feet?

Can you balance on two hands and one foot?

Try one hand and two feet.

Leaving your hands on the floor, jump your feet from side to side. Can you kick your feet up in the air?

Can you think of any other ways to balance?

Perhaps there is something in your immediate environment that would be useful for balancing activities. Is there a balance beam close to the ground in the park or a sturdy bench in your home? Your student might also enjoy balancing on sidewalk lines.

Balancing can also be practised on a wide strip of masking tape placed on a linoleum or cement floor.



Action Alphabet Poem

The word **balancing** begins with today's letter **Bb**.

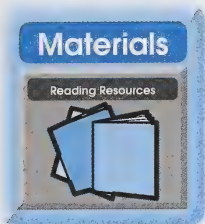
**Bb is for baby
Just learning to crawl!
Watch as it stands up.
Be careful! Don't fall!**

Read today's poem aloud to your student. Encourage acting it out as you read it a second time.

Language Arts

Time recommended: 60 minutes

Reading



Today's reading selection is "Let's Feed the Birds" found in *Zoom In*. Turn to the Table of Contents in *Zoom In* and help your student locate the title.

Before reading the story together, look at the pictures. Introduce the girl, Leah, and her dog, George. Have the student predict what the story will be about by looking at the pictures.

Ask the student to look at the pictures once more and identify the movements that are shown. Are there any movement words that could be added to the Movement Words chart? Add them now.

Next, have the student look through the story and identify any known words. High-frequency words that the student has already studied are **out, no, the, was, of, on, her, and, in, a, or, made, to, like, two, white, said, we, go, my, and are.**

Now you are ready to read the story. If your student is eager to try reading independently, provide encouragement and help whenever needed. Otherwise, read it aloud together and track the words with your finger as you read.

Then alternate pages by reading one page and having your student read the next. Help with the words as needed, but allow your student time to apply reading strategies, such as sounding out a word or looking at the picture.

Discuss the story with the student using the following script.

Why did Leah want to go outside?

Who went out with Leah?

When you go out in the snow, what do you like to do?

What did Leah discover when she went back inside?

How did the birdseed get on the snow?

Do you have a bird feeder near your home? If your student was enrolled in Module 4 of this program, then you and your student have experienced making and filling a bird feeder and watching for feathered visitors.

If your student has not had this experience, consider preparing a simple bird feeder. One suggestion is to roll a pine cone in **unsalted** peanut butter and cornmeal. You can make peanut butter by crushing unsalted peanuts with a rolling pin or in a blender. **Note:** Salted peanut butter will raise a bird's blood pressure and should not be used.

For an even simpler alternative, unsalted sunflower seeds or other birdseed could be placed on a nearby stump, fence post, or other flat surface.

Writer's Workshop

Before constructing the **Bb** page for the Action Alphabet book, reread today's poem and do the accompanying actions a few times.

Bb is for baby
Just learning to crawl!
Watch as it stands up.
Be careful! Don't fall!

b

baby



Rest one hand upon the palm of your other hand. Move your arms as if you were rocking a baby.



Remind your student to neatly print both the upper- and lower-case versions of the letter on the page. The letters could be printed in decorative printing if the student wishes.

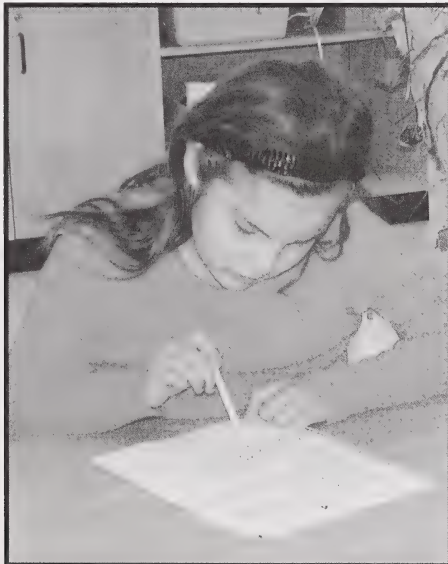
The page should include a sentence or two featuring words beginning with **Bb**. Consult the Movement Words chart or today's poem for ideas. Encourage the student to use personal ideas that come to mind as well.

**If you have a bouncing ball,
bounce your way to the kitchen
for a lunch break.**

Silent Reading

Time recommended: 5–10 minutes

Remember that this is a time for you and your student to read independently. It is acceptable for your student to read out loud if he or she is actually reading the text. When beginning to read, this is sometimes necessary. Remind your student, however, that others will also be reading, and you don't want to disturb one another. Sharing can be done once Silent Reading is over.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 6, Day 2.

Project Time

Time recommended: 50 minutes

The Project Time activity is a nature walk outdoors. If it is not a suitable day for an outside activity, switch today's project with the Project Time activity for Day 3.

On the walk, your student will be observing signs of movement in nature, such as animals moving or branches blowing in the wind. Before you go for the walk, invite the student to predict what types of movements will be seen and how many of each type will be spotted.

Your student will use a tally sheet to record the moving things that are observed and how many of each item were spotted.

Help the student to print **Tally Sheet** at the top of a piece of paper. Attach it to a clipboard or put a hardcover book under it for support. Remind the student to bring a pencil along on the nature walk.

Tally Sheet	

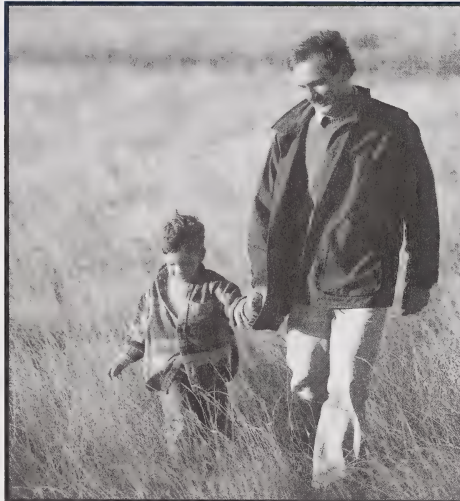
As your student notices natural objects or animals in motion, encourage making a small picture or printing the word in the left column. Then put a tally mark in the column to the right of it. Each time your student sees that particular item, another tally mark will be added. After a short walk, the completed Tally Sheet might look similar to the one below.

Tally Sheet	
dog	
cat	
squirrel	
branches	
flowers	

After the walk, count the number of tally marks for each item.

What did we see the most of?

What did we see the least of?








Day 2 • Movement in Nature

Now your student will make a bar graph to represent the observations. A bar graph makes it easy to see at a glance how many of each item were observed.

Ask the student to take a sheet of lined paper (or graph paper with large squares) and print Nature Graph across the top. Help your student draw rows with a ruler, one for each of the categories on the Tally Sheet. Then have your student draw vertical lines to make a sufficient number of columns to accommodate your student's tally. Now have your student number each column. See the following example.

Nature Graph

 dog										
 cat										
 squirrel										
 branches										
 flowers										
	1	2	3	4	5	6	7	8	9	10

Next print the words or draw the symbols for each category, one per row. On the bottom of the graph, print numbers at regular intervals.

Then have the student shade in the correct number of boxes in the row for each category. Using a different colour for each row will make it easier for your student to read.

Materials

Student Folder



When the graph is finished, compare the results with the original predictions. Did the student see the predicted items?

Label the back of the graph with the student's full name and M6D2 before placing it in the Student Folder.

Sharing Time

Time recommended: flexible

Your student could share the bar graph and tell about the nature walk. If the student set out food for the birds, report on whether it has been eaten yet or if any birds have been observed.

Let's Look Back

Time recommended: 10 minutes

Review the day's activities with your learner. Was there anything on the nature walk your learner was surprised to discover? What could have made the day even better? You could include the following questions in your discussion to help prepare for completing the Learning Log.

In this morning's activities, you pretended you were a plant and an animal.

What did you like best about pretending to be a plant?

What did you like best about pretending to be an animal?

What would you like to tell your teacher about today's activities?

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6A, and complete Day 2: Learning Log.

Story Time

Time recommended: flexible

Enjoy a quiet time with the student and read a favourite story. Students gain many skills from Story Time. It helps to establish a lifelong love of books and reading. It is also an excellent means of increasing your student's reading and speaking vocabulary.



**Did you enjoy observing movement
in your neighbourhood?**

**Tomorrow you will learn how
people and animal activities change
with the seasons.**

Moving with the Seasons

There is fun to be had out of doors in every season. Just bundle up when it's cold outside, keep dry when it's raining, fend off the wind, and block out the strong sun rays! Today's lesson is about how people and animals change their activities with the seasons.

The letter **Cc** is featured today in Music and Movement and in Writer's Workshop. In Reading, your student will revisit a poem from Module 4, "Three Bears Walking," and create a new version of it. You'll find trees in Project Time and **I** blends in Phonics.



Materials

Home Instructor's Manual



Another important part of today's activities will be spelling. You will follow the same spelling procedure that you have used in previous modules. If your student has not been enrolled in previous modules in the program, refer to Spelling in the Home Instructor's Manual.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 247 and 248
- Thematic Assignment Booklet 6A
– Day 3: Spelling Pre-Test
- Printing Practice notebook
- computer (optional)

Music and Movement

- “La Bamba” from the audiocassette
10 Carrot Diamond

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 6, Day 3.

Project Time

Project Choice 1: Four Seasons Collage

- magazines with nature pictures

Project Choice 2: Newspaper Trees

- newspapers
- tape
- scissors
- cans, jars, or buckets

Project Choice 3: Painted Trees

- paint or computer paint program

Let's Look Back

- Thematic Assignment Booklet 6A
– Day 3: Learning Log

Story Time

- mutually chosen reading material
- “The Lizard” from *Toes in My Nose* (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

The topic of many of today's activities is the changing seasons. After the basic calendar procedure, take some time to discuss the characteristics of the season you are in now. Are days becoming longer or shorter? Is the weather getting warmer or cooler? Are the days progressively wetter or drier? Which characteristics of your season, such as pussy willows, beautiful flowers, coloured leaves, or people shovelling snow, could be noticed on a walk around your neighbourhood?



You could introduce the topic as follows:

Activities

Home Instructor's Script



Could you go sledding in the summer?
Why not?

Could you swim in a lake in the winter?
Why not?

What might happen if a bear decided to sleep all summer and then get up in the winter?

Where would it find food?

Each season is good for some types of activities but not good for other types of activities.

Will you name the four seasons so I can write them on a chart?

As the child names the seasons, print them across the top of a piece of unlined loose-leaf paper. On the left side, put the headings **People** and **Animals**.

	Spring	Summer	Fall	Winter
People	planting gardens			
Animals	eating new green grass			

Ask your student to identify a common activity of people and animals for each season. As your student names the activity, jot it down under the correct season.

For example, in the section about people, your student could name a sport, outdoor game, or activity that would take place in that season. For the animal category, the student could name a behaviour.

Focus for Today

Materials

Thematic Assignment
Booklet



Today's focus is on **writing skills**. Preview Day 3: Learning Log in Thematic Assignment Booklet 6A. You will be asked to comment specifically on your student's understanding of rhyming words in poetry.



Language Arts

Time recommended: 35 minutes

Spelling

Pre-test your student on the six spelling words for this module to determine whether the child already knows the words or needs more instruction and practice. If the student spells these words correctly, do not spend more time on them.

Later you'll study only the words that the student is unable to spell.

Day 3 • Moving with the Seasons

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6A, and follow the directions to complete Day 3: Spelling Pre-Test. Use the following spelling words:

that
to

was
this

from
with

Enrichment (optional)

If your student already knows how to spell these spelling words, that's great! Challenge your student to choose some spelling words that suit the theme or that are of personal interest.

Phonics

The focus of today's Phonics lesson is **l** blends. Review the blends by printing **bl**, **cl**, **fl**, **gl**, and **pl** on a piece of paper or a chalkboard. Ask your student to think of at least two words that begin with each blend. Print the words in a column under the appropriate blend.

bl	cl	fl	gl	pl
blue				
black				
blend				

Materials

Phonics Book



Locate pages 247 and 248 in *Level A: Modern Curriculum Press Phonics*. Read the instructions on each page before asking the student to complete it.

Materials

Student Folder



Once the pages are completed, mark them with a different colour of pen and guide the student to make the necessary corrections.

Label one of the pages with your student's full name and M6D3. Place the sheet in the Student Folder.

Printing

In the Practice Printing notebook, ask your student to print two words for each of the **l** blends. The student could refer to the review chart from earlier in this lesson or think of other words with each blend. The words should be printed neatly on the lines in the student's Printing Practice notebook.

Materials

Home Instructor's Manual



If necessary review Points for Printers from the Home Instructor's Manual for good printing practices.

Music and Movement

Time recommended: 10–15 minutes

A benefit of vigorous exercise is the improvement of blood circulation. Today you will discuss the body's circulatory system and your student will feel his or her **pulse** before and after exercise.

Use the following script to discuss how blood is pumped through the body.

Your heart pumps blood to all parts of your body.

You can feel your heart pumping by feeling your **pulse**.

pulse: the rhythmic squeezing of the arteries as the heart beats



Help the student find a pulse in his or her wrist or along the side of his or her neck. Explain that the pulse shows how fast your heart is pumping blood to the parts of the body. Guide your student to count the number of heart beats in 15 seconds before becoming physically active.



Now tell your student that a selection of music will be played. The student must keep active for the whole song, but may choose which movements to make to the music. Play "La Bamba" from the audiocassette *10 Carrot Diamond* by Charlotte Diamond.

Immediately after the song, ask your student to check his or her pulse again, counting the beats while you time for 15 seconds. Is there a difference between the number of heart beats before and after exercise?

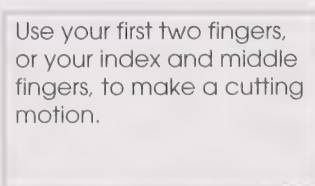
Explain that regular, vigorous exercise helps keep the heart healthy and strong and improves the blood's circulation through the body. As you exercise, the heart pumps harder and faster and the blood travels through the body more quickly.

Action Alphabet Poem

Today's alphabet poem features the letter **Cc**.

Read the poem aloud, and then read it a second time while your student acts it out. The student could use the suggested actions or choose other actions.

Cc is for cut.
My scissors cut string.
Cc is for circle.
It's shaped like a ring.



c
(soft c)

circle



Draw a big circle with
your hand.



Language Arts

Time recommended: 60 minutes

Reading

Your student might be familiar with how the actions of bears change with the seasons. In the late fall, bears move into their dens to rest for the winter. In spring, they move into the valleys where the new growth of plants has begun. As the seasons progress, bears often move higher into the mountains or hills.

Read the following three verses of a poem written by A. A. Milne. This poem is one of many that the author has written about a loveable bear named Winnie the Pooh. Pause now and then to encourage your student to read some of the words using such clues as the beginning sound, the rhyme, the meaning, or the picture.

Teddy Bear

A bear, however hard he tries,
Grows tubby without exercise.
Our Teddy Bear is short and fat,
Which is not to be wondered at;
He gets what exercise he can
By falling off the ottoman,
But generally seems to lack
The energy to clamber back.

Now tubbiness is just the thing
Which gets a fellow wondering;
And Teddy worried lots about
The fact that he was rather stout.
He thought: "If only I were thin!
But how does anyone begin?"
He thought: "It really isn't fair
To grudge one exercise and air."

For many weeks he pressed in vain
His nose against the window-pane,
And envied those who walked about
Reducing their unwanted stout.
None of the people he could see
"Is quite" (he said) "as fat as me!"
Then, with a still more moving sigh,
"I mean" (he said) "as fat as I!"¹

A. A. Milne

Read the first verse again with your student. Then ask the following questions:

Can you find the words **fat** and **at**?

What do you notice about these words?

If your student does not mention that the words **rhyme** because they end with the same sound, focus attention on this feature. After reading the poem again, guide the student to find other rhyming pairs.

¹ "Teddy Bear" by A. A. Milne, from WHEN WE WERE VERY YOUNG by A. A. Milne, illustrations by E. H. Shephard, copyright 1924 by E. P. Dutton, renewed 1952 by A. A. Milne. Used by permission of Dutton Children's Books, an imprint of Penguin Putnam Books for Young Readers, a division of Penguin Putnam Inc. All rights reserved.

Use the following dialogue to introduce the search.

Poems often have rhymes.

Which lines rhyme in this poem? (The first and second, the third and fourth, the fifth and sixth, and the seventh and eighth lines rhyme.)

Many poems have this rhyming pattern.

Reread the poem with the student reading one line and you reading the next one. Repeated readings will help the student gain confidence and fluency in the reading process.

Draw your student's attention to the quotation marks in the second and third verse. Review the fact that quotation marks are used to show what someone is saying. Point out how the first word inside the quotation marks usually begins with a capital letter. Ask your student to point to the capital letters in the quotations.

Encourage your student to read the poem independently. Help as necessary.



Day 3 • Moving with the Seasons

Brainstorm for rhyming words. Print the rhyming words on index cards and arrange the cards in columns of rhyming words. The pocket chart would be useful for this activity, or you could tape the cards to chart paper or a flat surface.

fat	lake	rocks	hill	logs
at	cake	socks	pill	frogs
sat	take	box	fill	dogs
rat	rake	locks	mill	bogs

Writer's Workshop

Reread the poem about the letter **Cc** and do the accompanying actions a few times.

Cc is for cut.
My scissors cut string.
Cc is for circle.
It's shaped like a ring.

c
(hard c)

cut



Use your first two fingers, or your index and middle fingers, to make a cutting motion.



c
(soft c)

circle



Draw a big circle with your hand.



When ready to begin the **Cc** page of the Action Alphabet book, remind the student to print an upper- and lower-case **C** on the page. The letters could be drawn by hand in a decorative style. Perhaps the letters themselves could even be shown to be active and moving, such as the big **C** and the little **c** playing catch. Another option could be to find an example of the letters in a magazine, newspaper, or flyer; cut them out; and paste them on the page.

Each page should also include one or two sentences that show movement words and include words starting with the letter **Cc**.

An illustration should be added to each page. This illustration could sometimes take the form of a picture cut from a magazine.

Alternative Activity

Your student could use a computer to produce the letter of the day. Each day, select a different size, style, and font. The opportunity to experiment is more important than consistency.



Enrichment (optional)

Ask your student to consider which activities could be done outside on a day with weather like today's. Which special clothes or equipment would be needed to enjoy the time outside? Have the student print a sentence or two about the topic.

Once the sentence is completed, encourage the student to read it aloud to you and other family members.

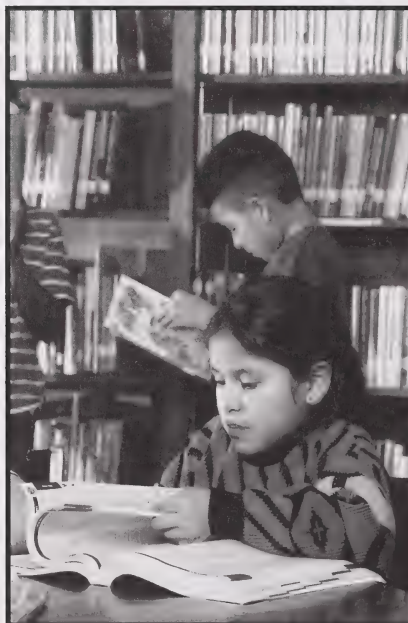
**Is it a good time to take a lunch
break now?**

Silent Reading

Time recommended: 5–10 minutes

Remember to instruct your student to organize personal material to read during Silent Reading. Once Silent Reading begins, it is best if neither of you moves around in search of more books, a drink of water, or anything else.

Silent Reading is meant to be short but focused. At this point in the program, your student could focus on reading for the full 10 minutes.



Math Time

Time Recommended: 45 minutes

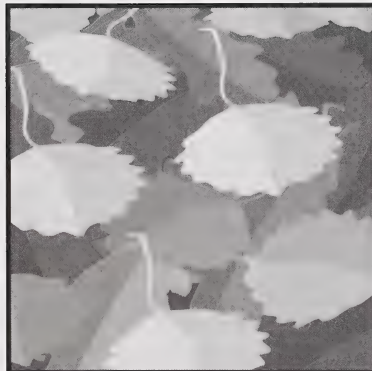
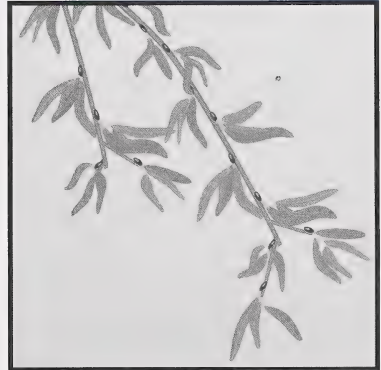
Proceed with Mathematics Module 6, Day 3.

$$5 + 3 =$$

$$6 + 1 =$$

Project Time

Time recommended: 50 minutes



Today's project choices require the student to represent trees in each of the four seasons. Spring is the season of new growth and the first leaves. There are blossoms on fruit trees. Summer is the season of green leaves, blossoms, and fruit. Leaves turn colour and fall in autumn. Trees rest in winter. Your student can select one of the following ways to represent these four stages.

Project Choice 1: Four Seasons Collage

Divide a large piece of art paper into four sections. Label the sections spring, summer, fall (or autumn), and winter. Look through magazines for pictures of trees in each season and paste them in the appropriate section.

Project Choice 2: Newspaper Trees

Newspaper trees are fun and easy to make once you get the hang of it. You'll need the following materials:

- newspapers
- cans, jars, or buckets to stand the finished trees in
- coloured scrap paper or recycled paper for making leaves, blossoms, and fruit

Proceed as follows:

Step 1: Lay three double sheets of paper out flat, each overlapping another about 2.5 cm. Tape the overlapped ends. Start at one of the narrow ends and roll them tightly.

Step 2: Make three evenly spaced cuts about 10 to 12 cm deep in one end of the roll. Deeper cuts will make longer branches.

Step 3: Carefully pull out the inner strips while you hold the uncut end of the roll securely. As you pull, rotate the inside section of paper. The tree will “grow” to about twice its original length.

Step 4: Tape the bottom of the roll securely and stand the tree in a can or jar. Hold it in place with crumpled newspapers.

Step 5: Make four trees. Decorate one for each season.

Project Choice 3: Painted Trees

Use a pencil or a computer paint program to draw four trees, one for each season. Paint each tree to represent how it would look during that season. Sponge painting works well for the leaves.



Sharing Time

Time recommended: flexible

Bring out the trees your student created in Project Time and ask the audience to identify which tree belongs to which season. Show the list of spelling words and explain that these are the words that you will learn in the next few weeks. Take turns asking one another to spell one of the words. Share the “Teddy Bear” poem from Reading. Then you might want to work together to create a poem using some of the rhyming words listed earlier.

Ask members of the audience what their favourite outside activities are for today’s type of weather and for other types of weather.



Let's Look Back

Time recommended: 10 minutes

Regular, vigorous exercise is an important part of staying strong and healthy. Ask the student what was learned about heart rate and exercise. Reinforce the point that daily exercise is an important part of life.

The four seasons were featured in today’s Project Time activity. Use the following questions to discuss seasons.

Which season is it now?

What will be the next season?

Which season came before this season?

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6A, and follow the directions to complete Day 3: Learning Log. Comment on your student's knowledge and skill in writing poems.

Story Time

Time recommended: flexible

For the next six Story Time activities, specific readings will be suggested. Six poems are featured. On Day 9 your student will be asked to select a favourite poem from the six poems and to talk about the reasons for his or her choice.

Today's poem is "The Lizard" from *Toes in My Nose* by Sheree Fitch.

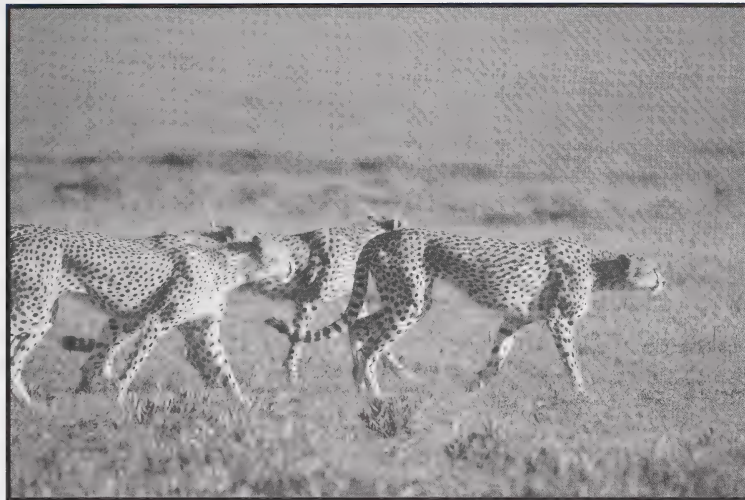


As time allows, continue to share favourite stories—both yours and the student's—during Story Time.

Do you like animals?

**On Day 4 you will learn more about
how animals move.**

Animals on the Move



How do animals move? Your student will learn about the many ways that animals get around. Some new movement words will be introduced and added to the Movement Words chart.

Your student will gallop, pounce, and leap in imitation of her or his favourite animals. There are animal riddles to solve and pictures of creatures to classify. The work on the Action Alphabet book will continue with the letters **Dd** and **Ee**. Today's new sight words are **now** and **down**. Now, let's move right along with the day's activities!

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 249 and 250
- Movement Words chart from Day 1
- Thematic Assignment Booklet 6A
 - Day 4: Animal Picture Cards
 - Day 4: Animal Riddle Cards
- Printing Practice notebook

Music and Movement

- *Classics for Children* CD (optional)

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 6, Day 4.

Project Time

Project 1: Animal Classification

- Thematic Assignment Booklet 6A
 - Day 4: Animal Picture Cards
- magazines with nature pictures

Story Time

- mutually chosen reading material
- “William Worm” from *Toes in My Nose* (optional)



Calendar Time

Time recommended: 10 minutes

Calendar Time activities help your student develop a sense of order and time. Learning the days of the week, the months of the year, and the seasons will provide many chances for your student to work with numbers and the concept of time. Highlighting special events on the calendar can make this process more meaningful.

Once the basic calendar routine has been completed, refer to your Calendar Time Teaching Notes found in the Calendar Package for additional suggested activities.

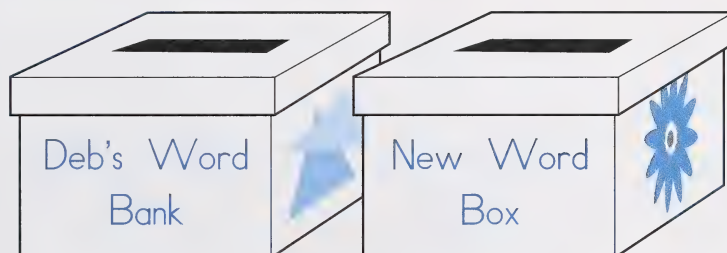
Focus for Today

Observe your student's **verbal skills** as you discuss today's topics. You will also be noting your student's ability to recall information and make up questions about a topic.

Language Arts

Time recommended: 35 minutes

Word Study



The two high-frequency words to test for recognition today are **now** and **down**. Print the words on coloured index cards. Can your student read them immediately without sounding them out?

If your student does not recognize the words automatically, spend some time analysing them according to their phonetic parts. Pay special attention to the **ow** letter combination, which is sometimes called the pinch letters. These letters say “owww!” because they got pinched. Underline the **ow** in **now** and **down**. Have the student say the words with emphasis on the **ow** sound.

If your student automatically recognized **now** and **down**, place the cards in the personal word bank. Then help your student select a theme-related or personal-interest word to learn.

Remember to continue reviewing words from the word bank from time to time, paying special attention to high-frequency words that are on coloured cards.

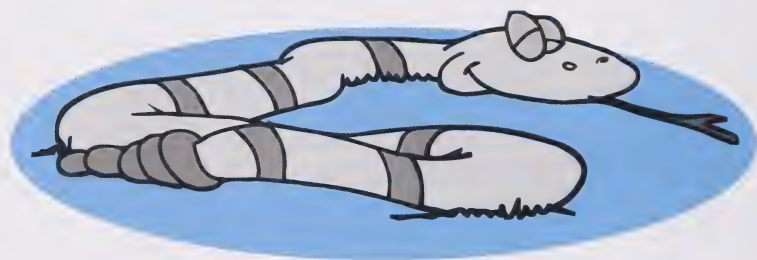
Phonics

The next two Phonics lessons feature blends made with the letter **s**. Introduce the blends by asking your student to make a “s-s-s” sound like a snake. Have the student observe in a mirror the position of the mouth and tongue when making the “s” sound. Today’s blends will all start with an **s** followed by another consonant.

Ask your student to say the following sentences with **s** blends, observing in a mirror how the blend sound is made in each word.

Snake skin slithers and slips.

Stop spilling spicy snow.



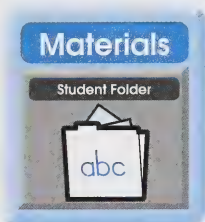
Turn to page 249 in *Level A: Modern Curriculum Press Phonics*. Read the poem at the top of the page together. Which **s** blends are used in the poem? Have your student print the blends on the chalkboard or on a piece of paper.

Read the instructions on page 249 together and assign the page. Once completed, turn to page 250. Since the directions for this page are brief, your student may be able to read them independently. When pages 249 and 250 are completed, mark them. Guide the student to make any necessary corrections. Re-mark the pages in a different colour of pen. Then discuss the “Home” instructions at the bottom of the page.

Printing

Ask the student to choose one word beginning with each of the following **s** blends from page 249 or 250 in *Level A: Modern Curriculum Press Phonics*. The words can be printed in the Printing Practice Notebook.

sw sk sl sn sp st



Label one of the pages from *Level A: Modern Curriculum Press Phonics* with the student's full name and M6D4, and add both pages to the Student Folder.

Music and Movement

Time recommended: 10–15 minutes



It is relaxing and energizing for young children to take frequent activity breaks between sitting activities. Taking breaks for health can become an important part of an active lifestyle. If you are having trouble getting your student to come back to the work area after short breaks, you could try one or all of the following suggestions:

- Lead the activities so that the student knows when it's time to return to sitting work.
- Set a timer or use a musical signal to let your student know it's time to return to sitting work.
- Use verbal rewards or other rewards to show your student that returning to work on time pleases you and that it is a sign of growing maturity and ability to handle responsibility.

Day 4 • Animals on the Move

Your student will act out the movement of many different animals today. Start the lesson with the following script:



What is your favourite animal?

Name a movement word that tells how your animal moves.

Now show me how your favourite animal moves.

Suggest some animals and have your student tell you a word that describes the movement of the animal. Then ask the student to demonstrate the movement for you. A list of animals follows, but feel free to add to it or change it according to your student's interests.

eagle

horse

kangaroo

fish

snail

butterfly

cheetah

dolphin

deer

snake

frog

cat

hawk

turtle

bear

elephant

monkey

rabbit

Print any new action words that the student has suggested on the Movement Words chart.







Action Alphabet Poems

There are two letters for today's alphabet poems: **Dd** and **Ee**. There is no right or wrong way to move to the alphabet poems. Encourage your student to use imagination in deciding what to do for each verse.

**Dd is for drum.
Am I playing loudly?
Watch as I'm marching
And stepping so proudly.**

**Ee is for elephant.
It has a long nose.
It moves just like this
Wherever it goes.**

d	drum 	Use your index finger as a drum baton to tap an imaginary drum while you make a "d-d-d" sound.	
e	elephant 	Draw the shape of an elephant's trunk with your hand.	

Enrichment (optional)

For more lively movement, have your student listen to and respond physically to chosen selections from the compact disc *Classics for Children*.

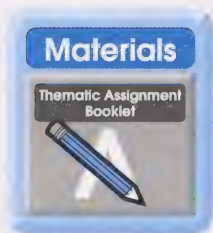
Language Arts

Time Recommended: 60 minutes

Reading



Today's Reading activity is designed to extend your student's vocabulary and knowledge of how animals move. Your student will read riddles and match the riddles with animal pictures. Have your student follow the steps below:



1. Turn to Thematic Assignment Booklet 6A to Day 4: Animal Picture Cards and Day 4: Animal Riddle Cards.
2. Remove the pages and cut apart the pictures and riddles on the lines.
3. Lay the animal cards on a table or flat surface with the picture facing up. Have the student identify each animal and tell how it moves.
4. Help your student read each riddle and match it with the described animal. Some of the words could be unfamiliar to the child, so provide help reading them and explaining the meaning when necessary. There could be more than one correct answer for some riddles. There will be extra cards—not every animal card has a riddle to go with it.

Gather the picture cards so the student cannot see the animals. Ask your student several questions to observe how he or she recalls information.

Name an animal that can leap.

Which animal can slither?

Tell me the name of one animal that can pounce.

Keep the animal cards in the learning area for a Project Time activity later today.

Add any new animal movement words your student has discovered to the Movement Words chart.

Enrichment (optional)





Your student might enjoy making up animal riddles for the cards that had no matching riddle. The riddles could be written on slips of paper and family members could be challenged to solve them.

Writer's Workshop

Reread the **Dd** and **Ee** alphabet poems and do the accompanying actions a few times.

**Dd is for drum.
Am I playing loudly?
Watch as I'm marching
And stepping so proudly.**

**Ee is for elephant.
It has a long nose.
It moves just like this
Wherever it goes.**

d	drum 	Use your index finger as a drum baton to tap an imaginary drum while you make a "d-d-d" sound.	
e	elephant 	Draw the shape of an elephant's trunk with your hand.	

Begin working on the **Dd** action alphabet page. Include the upper- and lower-case letters, a sentence or two featuring words beginning with the highlighted letter, and an illustration.

Remember that when you get to the letter that begins your student's name, dedicate this page to the student.

Colour can be added to the illustration with crayons, pencil crayons, felt markers, or paints. Alternatively, the outline can be drawn and shapes of colour cut from magazines can be pasted in place.

Repeat a similar procedure for the letter **Ee**.

As the alphabet book progresses, aim at having a variety of art and lettering on the pages. Some artwork could be from the computer, some drawn by hand, and some from magazines and newspapers. This way the book will become a record of your student's imagination and growing skills, as well as an enjoyable review of the alphabet and a vocabulary-building activity.

Is it lunchtime now?

Can you waddle like a duck to your eating area?



Silent Reading

Time recommended: 5–10 minutes

Before you begin Silent Reading, draw attention to the following photograph. Encourage a brief discussion of what the people in the photograph could be reading. Talk about the two main reasons people read—for pleasure and for information.



Help the student understand that people read for information every day. When you do activities like following a recipe, looking for a number in a phone book, viewing a map, or looking at a street sign, you are reading for information. Understanding the importance of reading in everyday life is strong motivation for reading.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 6, Day 4.

Project Time

Time recommended: 50 minutes

Today your student will complete both projects.

Project 1: Animal Classification

Your student will classify animals by the way they move.



Take out the animal picture cards that were used during Reading earlier. Ask your student to print the following headings on index cards.

walk	fly	crawl	hop	swim	climb
------	-----	-------	-----	------	-------

Lay the index cards on the table in a row. Now the student can sort the animal picture cards into the categories by laying them in columns under the chosen heading. Some animals may fit in more than one category. Put each animal in the category that is most significant. For example, birds can walk, but the ability to fly sets them apart from many other animals.

Use the following script to discuss how special movement abilities help animals survive.

Many animals have special abilities that help them survive.

The way an animal moves can be one of the things that helps it survive.

How would the ability to fly be helpful to an animal? (get away from enemies, find food, move long distances to warmer climates in the winter)

How could the ability to climb be helpful? (get away from enemies, find food)

Discuss other movement adaptations in the same manner.



The animal's environment, or place that it lives, influences its movement.

Animals that live in the water must be good swimmers to survive.

Animals that live in trees must be able to climb or fly.

What movements help deer survive in fields and forests? (running and jumping)

What movements help a lion hunt in the jungle? (running, leaping, pouncing)

For more information on animal movement and adaptations, you may refer to some of the non-fiction books from the list of additional resources at the beginning of this module.

Project 2: Twenty Animal Questions Game

To play this game, choose an animal picture card. Do not let the child see the card you have chosen. Your student must ask questions that can be answered with a **yes** or **no** to try to identify the animal. Keep a tally of the questions—only 20 are allowed. Take turns choosing and guessing the name of the animal on the card.

If your student has trouble thinking of **yes** or **no** questions, model how to do it. Try to use some questions with movement words, such as those that follow:

Can this animal fly?

Is it a swimming animal?

Does this animal climb?



Encourage other family members to participate in the game.

Enrichment (optional)

The following Internet sites about animals are suitable for children.

- KidsCom Animals of the World
<http://www.kidscom.com/games/animal/animal.html>

This site contains animal guessing games and photos of animals from around the world.

- Swimming with Whales
<http://www.pbs.org/wnet/nature/spermwhales/html/whaleintro.html>

A video clip of a sperm whale is included in this website.

- Polar Pairs
<http://www.mnh.si.edu/arctic/game/>

Your student may enjoy this memory game with facts about arctic animals.



Sharing Time

Time recommended: flexible

Your student could share the pages that have been completed in the Action Alphabet book.

If you haven't already done so, this could be a good time to challenge family members to a game of Twenty Animal Questions or share information about animal movements.



Let's Look Back

Time recommended: 10 minutes

Today's focus is on your student's developing verbal skills. Is your student able to

- recall and retell information
- ask for clarification if a word or idea was not understood
- formulate questions on a topic
- use an increasing number of words

Use some of the following questions to help your student think about personal learning and personal goals.

Did you enjoy the Twenty Animal Questions game?

Tell me two things you learned about animal movement today.

Was it easy for you to remember and tell about animal movements in the riddle game?

What is the hardest activity you did today?

What could you do to make this activity easier?
(learn more about the topic, practise, ask questions about the confusing parts)



Story Time

Time recommended: flexible

Materials

Reading Resources



The poem “William Worm” from *Toes in My Nose* fits in well with today’s theme.

There are several excellent children’s books about animal movement in the list of additional resources at the beginning of the module. You could choose one of them for Story Time today.

People and animals are on the move.

Find out more on Day 5.

Move Over, Move Under



How do you like to move? Do you enjoy taking the dog for a walk? Is it fun playing at the park? Do you like working in the garden?

Today the student will conduct a survey of family members and friends to discover which physical activities people like to do.

There will be a workout in Reading today as your student goes over, under, around, and through the story “Animals on the Move.”

Today’s lesson also provides a chance to practise spelling words. The letters **Ff** and **Gg** will be the featured letters for the Action Alphabet book.

During Music and Movement, the focus will be on your student’s knowledge of self-awareness and safety.

Now it is time to move over, under, around, and through the day’s activities.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Movement Words chart from Day 1
- Printing Practice notebook
- *Level A: Modern Curriculum Press Phonics*, pages 251 and 252
- Thematic Assignment Booklet 6A
– Day 5: Printing
- a cup, glass, or jar
- a button, coin, or other small object
- computer (optional)

Music and Movement

- bean bags or cushions

Silent Reading

- *Rosie's Walk* by Pat Hutchins (optional)
- “Jump In” from *Jump In* (optional)
- favourite reading material

Math Time

- See Mathematics Module 6, Day 5.

Story Time

- mutually chosen reading material
- “Doctor Stickles” from *Toes in My Nose* (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Continue with your calendar routine. Then create a web that lists outdoor activities that can be done in the current season. Begin by printing the current season in a circle in the middle of a piece of paper.

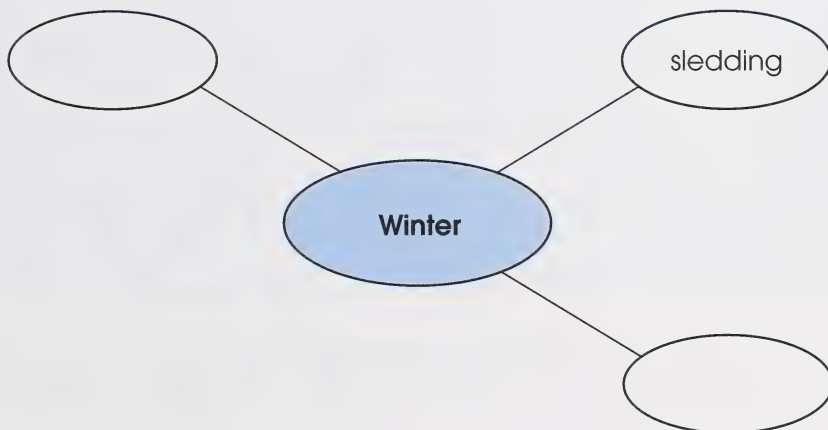
The following script is written for the season of winter. If you are working on this module in a season other than winter, adapt the script to suit your weather.

Activities

Home Instructor's Script



What is your favourite thing to do outside in winter?



Print the name of the activity in another circle and connect it to the centre circle.

What else do you like to do?

Keep asking and adding circles until your student has thought of five or six activities.

Ask your student to read the web to you. Are there any words from the web that can be added to the Movement Words chart? Add them now.

Focus for Today

In many of today's activities, your student will **listen and respond to oral information**. The activities include following directions and listening for answers. Observe your student while completing the interview and while participating in Music and Movement, Reading, and Writing.

Language Arts

Time recommended: 35 minutes

Spelling

Review the spelling words from Day 3 that need to be practised.

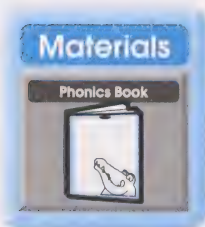
One way to review the words is to ask your student to print each word two or three times in his or her Printing Practice notebook.

The following strategies could help the student study the words.

- **That** and **this** begin with the **th** digraph. Review the graphic and action in the Key Words and Actions Guide.
- **With** ends in the **th** digraph.
- **To** was introduced as a sight word on Day 2 of Module 4. It rhymes with **do**, which was introduced on Day 11 of Module 1.

If your student correctly spelled all six words in the pre-test, encourage practising the personally chosen words from Day 3.

Phonics



Your student will continue to work on the **s** blends, including **spl**, **scr**, and **squ**. Locate page 251 in *Level A: Modern Curriculum Press Phonics*. Read the instructions and assign the page. As your student completes the page, pay special attention to numbers 3 and 11, both of which require a three-letter blend.

Next, read the instructions and assign page 252.

Materials

Student Folder



Mark pages 251 and 252 for immediate feedback. Guide the student to make any necessary corrections. Re-mark with a different colour of pen. Label one of the pages with the student's full name and M6D5 and place it in the Student Folder.

Printing

Turn to Thematic Assignment Booklet 6A, and follow the directions to complete Day 5: Printing.

Materials

Thematic Assignment Booklet



Music and Movement

Time recommended: 10–15 minutes

Activities

Teaching Tip



The home instructor's role in Music and Movement is that of an active participant. It is not necessary to do all the actions yourself, but your student's willingness to try different activities will be improved if you join in, especially to model new ideas. Praise and encourage your student. Make suggestions that will help your student improve. Show an interest in your student's movement ideas and interpretations.

The movement activities today continue to focus on your student's space awareness. Be aware of safety and your student's physical ability when involved in movement activities. Make sure the student has enough space to run and jump safely.

Scatter beanbags or cushions on the floor.

Run and jump over as many objects as you can until I say stop.

Pick up a beanbag (cushion) and hold it over your head.

Can you walk and balance the beanbag on your head?

What other body parts could you balance it on?

Choose a sturdy chair that's appropriate for the following activity. Tell your student to listen and move as directed. If necessary hold the back of the chair as the student does the activities.

Go under the chair.

Walk around the chair.

Go over the seat of the chair.

Crawl through the legs of the chair.

Stand beside the chair.

Walk around your house and have your student go over, under, through, and around many objects.

Alternative Activity

A playground or outdoor area with play equipment is the perfect place for movement activities. If the weather is appropriate, you may do today's movement lesson outdoors.





Enjoy making up actions!



Action Alphabet Poems

Ff is for fists,
My left and my right.
My fingers can move,
But now they are tight.

Gg is for gargle.
I will show you how.
Gg is for gentle.
I'm being gentle now.

f	fist 	Clench your hands into a fist.	
g	gargle 	Make the gargling sound "g-g-g."	

Language Arts

Time recommended: 60 minutes

Reading

Today your student will read the sentences on the following page. The sentences include many words that show relationship, such as **over**, **under**, **around**, **up**, **down**, **through**, and **into**. These are words your student could find useful in making sentences for the Action Alphabet book.

Day 5 • Move Over, Move Under

Read the following sentences about animals on the move together a few times. Track the words with your finger as you read.

The bird flew over the barn.

The horse galloped around the pen.

The cat crept under the shed.

The caterpillar climbed up the tree.

The kangaroo hopped down the hill.

The dog ran through the gate.

The snake crawled into a hole.

Ask the student to point to the high-frequency words that have been studied so far. These words are **the**, **a**, **up**, **down**, and **into**.

To reinforce the student's understanding of the prepositions found in the above sentences, use the following script or adapt it to meet the physical abilities of your student:

Did the bird fly **over** or **under** the barn? (over)

Pretend your hand is a bird and fly **over** the table.



What did the horse do in the pen?

(galloped **around** the pen)

Pretend this room is a pen and you are a horse. Gallop **around** the pen.

Did the cat creep **over** or **under** the shed?

(under)

Pretend you are a cat, and creep **under** the table.

Did the caterpillar climb **up** or **down** the tree?

(up)

Pretend you are a caterpillar, and slowly climb **up** on a chair.

Did the kangaroo hop **up** or **down** the hill?

(down)

Pretend you are a kangaroo, and you are hopping **down** a hill.

What did the dog do in the story?

(ran **through** the gate)

Pretend you are a dog, and run **through** a doorway.

What did the snake do in the story?

(crawled **into** a hole)

Pretend you are a snake crawling **into** a hole.



Day 5 • Move Over, Move Under

Encourage the student to read the story independently. Your student may now be ready to read the entire story. Help as necessary.

For the next activity, you will need a small object, such as a coin or a button; and a cup, jar, or glass. Tell the child that you will give directions for where to place the objects. Adapt the provided instructions to suit whatever objects your student is using.

Hold the cup **up** high.

Hold the penny **down** low.

Put the penny **into** the cup.

Take the penny **out of** the cup.

Put the penny **under** the cup.

Put the penny **beside** the cup.

Hold the penny **over** the cup.

Put the cup **on top of** the penny.

Put the penny **on top of** the cup.

Put the penny **behind** the cup.

Put the penny **in front of** the cup.

Put the penny **under** the cup.

Put the penny and cup **beside** each other.





If any instructions cause problems, play a game of asking your student to practise following position directions at a playground or other suitable location.

Writer's Workshop

Reread the **Ff** and **Gg** poems and do the accompanying actions.

**Ff is for fists,
My left and my right.
My fingers can move,
But now they are tight.**

**Gg is for gargle.
I will show you how.
Gg is for gentle.
I'm being gentle now.**

f	fist 	Clench your hands into a fist.	
g	gargle 	Make the gargling sound "g-g-g."	

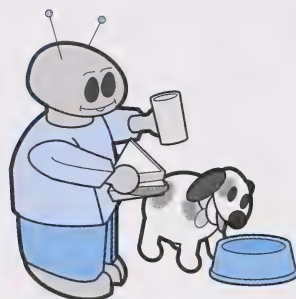
Your student will begin by creating a **Ff** action alphabet page and then do the same for the letter **Gg**.

Remind your student to neatly print both the upper- and lower-case versions of each letter on each page. The letters could be printed in decorative printing if the child wishes.

Remember, the page should include a sentence or two featuring words beginning with **Ff** and **Gg**. Consult the Movement Words chart for ideas. Encourage the student to use personal ideas as well.

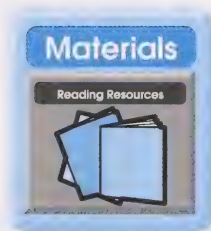
Your student could use the spelling word **from** and the high-frequency word **first** in the **Ff** sentence. The word **find** could also be used because in a few days it will be studied as a high-frequency word.

**Is it time for lunch?
What would you like to put in your
cup to drink?**



Silent Reading

Time recommended: 5–10 minutes



The book *Rosie's Walk* by Pat Hutchins from the list of additional resources uses many of the relationship words that were discussed earlier today. If you have a copy of it, your student may enjoy reading it.

The story "Jump In" from page 4 of *Jump In* suits today's theme as well.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 6, Day 5.

Project Time

Time recommended: 50 minutes

In this activity your student will have the opportunity to interview family and friends to find out which physical activities they like to do.

Help the student make a fitness survey sheet like the one shown. Begin by printing the headings **Name** and **Physical Activity** on a piece of paper. Under the heading **Name**, print the names of family members and friends that the child could interview.

Your student could add a third column to the survey sheet. Title it **“How Often?”** In this column, a number would be placed beside each person’s name to show how many times a week the person does the activity.

Name	Physical Activity
Naomi	gardening
Jim	walking the dog
Mrs. Lee	jogging
Dad	swimming
Liz	playing
Mom	gardening

Discuss what is meant by the words **physical activity**. Some examples are walking the dog, weeding the garden, swimming, exercising, jogging, and playing sports.

Day 5 • Move Over, Move Under

Prepare a set of questions to ask the people that your student will interview. The following questions may be helpful:

- How do you get your exercise?
- What are some of the things you like to do?
- How many times a week do you do each of the activities?
- Can you do this exercise in all kinds of weather?



Have your student interview the people listed on the survey sheet. Help the student record the information beside each person's name. The student could use the telephone to conduct some of the survey if necessary.

Throughout this activity, your role as home instructor is to serve as a guide. Depending upon your student's needs, provide as much or as little help as needed.

After the fitness survey, talk about the results with your student using the following script:

What were some of the things you learned?

Were you surprised by the results?

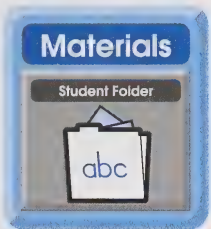
Who was the most active person?

Who was the least active person?

What was the most popular physical activity?

What was the least popular activity?

In conclusion, discuss with your student why physical fitness is important. Moving and exercising helps to keep us healthy. It helps keep our bodies and hearts strong. It's also a way of having fun with other people.



On the back of the fitness survey sheet, print the student's full name and M6D5 before placing it in the Student Folder.

Enrichment (optional)

Your student might enjoy summarizing some of the information from the fitness survey, as shown in the following example.

Mom and Naomi like gardening.

They like to grow flowers and vegetables.

Sharing Time

Time recommended: flexible

Gather family members and friends to hear your student share the results of the survey. Talk about how surveys, tally sheets, graphs, and charts are ways of recording and sharing information.

Let's Look Back

Time recommended: 10 minutes

You may begin the season by asking the following question:

What did you enjoy most about today?

Discuss the following questions to learn more about your student's listening and responding skills.

Was it easy or difficult for you to listen to and record the answers on the fitness survey?

Did you have any trouble following the directions in the Music and Movement and Reading activities today?



Story Time

Time recommended: flexible

Materials

Reading Resources



You could include the poem “Doctor Stickles,” found in *Toes in My Nose*, as one of your Story Time selections. Choose other books or reading material together.



**Can you answer this riddle?
Why is baseball such a
valuable game?
Find the answer in
Day 6: Batter Up!**

Batter Up!



Batter up! Play ball! Why is baseball such a valuable game? Because it's played on a diamond!

Baseball is featured in today's schedule in both Reading and Project Time. The letter **Hh** is one of the runners for the action alphabet team. **Only** and **who** are the all-stars for today's sight words.

In Phonics, your student will work with words that end with consonant blends, such as **jump** and **desk**.

During Music and Movement, your student will pretend to be a clock and move accordingly. For Project Time, the student will have the opportunity to make a newspaper baseball and participate in a bowling game.

Now, let's play ball!

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 253 and 254
- Printing Practice notebook
- “At Bat” from *Zoom In*
- Movement Words chart from Day 1

Silent Reading

- *The Ball Game* by David Packard (optional)
- *The Berenstain Bears Go Out for the Team* by Jan and Stan Berenstain (optional)
- favourite reading material

Math Time

- See Mathematics Module 6, Day 6.

Project Time

Project Choice 1: Newspaper Baseball

- newspaper
- small plastic bag or plastic wrap
- masking tape

Project Choice 2: Bowling

- five paper-towel rolls or toilet-paper rolls
- tennis ball or other soft ball

Let's Look Back

- Thematic Assignment Booklet 6A – Day 6: Learning Log

Story Time

- mutually chosen reading material
- “Popcorn Pete” from *Toes in My Nose* (optional)



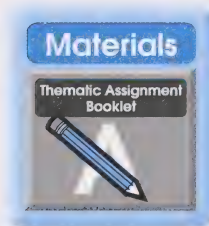
Calendar Time

Time recommended: 10 minutes

Proceed with your usual Calendar Time routine.

On Day 5, your student did a fitness survey with your family. Perhaps your student would like to note on the calendar how much time is personally spent in physical activity each day. At the end of the month, you could help your student add up the minutes of activity. Maybe your student would like to challenge a family member to match this time.

Focus for Today



The focus is on your student's **developing skill in and attitude toward movement activities**. While progressing through the day's activities, observe the following skills and attitudes:

- ability to listen for directions
- skill in a variety of movements
- knowledge of movement terms
- safety awareness

Once the day has been completed, comment in today's Learning Log on your student's development in these areas.

Language Arts

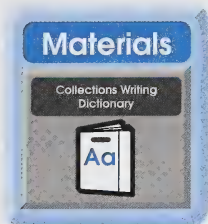
Time recommended: 35 minutes

Word Study

Today you will continue to check your student's ability to recognize high-frequency words. Print the following words on coloured index cards.

who

only



Can your student read the words immediately without sounding them out? If so, place them in the personal word bank. Encourage your student to select a word or two from recent reading material or from the theme of this module. One or two of the relationship words studied on Day 5 in Reading may be a good choice. Print the special-interest words on white index cards, help your student study them, and then place them in the New Word Box. Also have the student add the new words to the *Collections Writing Dictionary*.



If the student is unable to read today's words at a glance, print them on a piece of paper or chalkboard and use phonics skills to examine the words.

Point out that the **o** in **who** makes the "spooky oo" sound. The **o** in **only** has the "long o" sound, as in **cone**.

Phonics

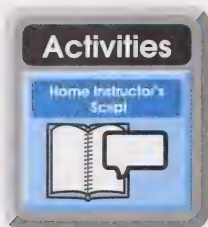
Today the emphasis on consonant blends changes from the beginning of words to the end of the words.

A consonant blend at the end of a word is difficult for a young child to hear. Your student may need extra practice and support with this activity. Print the following pair of words on the chalkboard or on a piece of paper.

set

sent

Ask your student to read the words and then explain what is different about them. Call attention to the **nt** blend at the end of **sent**.



Consonant blends sometimes appear at the **end** of a word.

You will have to listen very carefully to hear and identify the ending sounds.

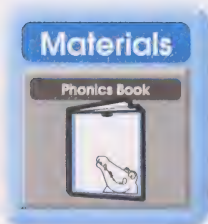
I am going to say some words with blends at the end, and I want you to print them.

Your student could print the words on the chalkboard or on a piece of paper. Read the following words aloud, one at a time. Say the words slowly and emphasize the blend at the end of the word if necessary.

lump rink rang best



When a child is writing stories and journal entries independently, words with a consonant blend at the end are often misspelled because the child does not hear the blend accurately. Watch carefully as the student prints words with blends at the end and help with the spelling by saying the sounds slowly and clearly for the student to hear. With repeated practice, the student will learn to discriminate the sound independently.



Help your student read the instructions for pages 253 and 254 in *Level A: Modern Curriculum Press Phonics*. Then assign the pages. Be ready to provide help if he or she needs assistance hearing the blend at the end of each word.

If your student thinks that only rhyming words have the same consonant blends, point out examples such as **desk** and **mask**, which have different vowel sounds but the same consonant blend.



Correct the pages and then guide the student to make the necessary corrections. Re-mark the pages with a different colour of pen. Ask your student to label one of the pages with his or her full name and M6D6 before placing it in the Student Folder.

Printing

Have your student read the words in the following list. The student can then choose six words to print in the Printing Practice notebook. When the student has finished printing the words neatly, ask that the blend at the end of each word be underlined with a coloured marker.

jump	lamp	tusk	desk
think	dunk	last	best
ding	hang	silk	milk

Music and Movement

Time recommended: 10–15 minutes

If today is a good day for outdoor activity, then go outdoors.

You could start this session with a riddle.

What has hands but no
fingers?

The answer: A clock!

Describe the hands of a clock so the riddle will make sense. Then ask your student to pretend to be a clock. How do a clock's hands move? Have the student provide "tick-tock" sound effects while moving the hands.



Next, ask the student to march in place and move his or her hands like the hands of a clock.

Continue to have the student provide “tick-tock” sound effects, but this time you will call out instructions for what to do. Ask your student to demonstrate the following movements while pretending to be a clock: jump, hop, leap, roll, and skip. Have the student perform each movement twice.

Action Alphabet Poem

Today’s alphabet poem features the letter **Hh**.

Hh is for heart.
It beats in my chest.
It beats when I run.
It beats when I rest.

h

heart



Place one hand over your heart. You could add drama by running on the spot first to increase your heart rate.



Encourage your student to choose active movements to accompany the alphabet poem. Then have the student count the number of times his or her heart beats in one minute.

Language Arts

Time recommended: 60 minutes

Reading

Materials

Reading Resources



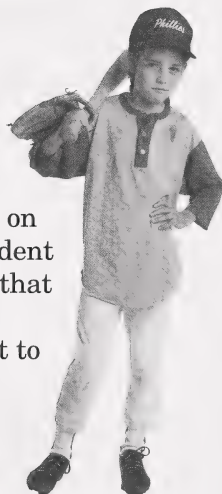
Today’s story, “At Bat,” is found in *Zoom In*. Turn to the Table of Contents and have your student search for the title. Once it is found, ask him or her to turn to the correct page. Encourage your student to look at the story pictures and identify which game the children are playing.

If the student recognizes the game as baseball, discuss what clues give that impression. Point to the picture on page 5 and ask your student to identify each of the positions (pitcher, batter, catcher, and umpire). Depending on your student's knowledge of the game, ask more detailed questions, such as what the catcher is wearing on his or her hand (baseball glove or catcher's mitt) and the name of the mound the pitcher is standing on (the pitcher's mound).

If your student is not familiar with the game of baseball, take a moment to explain the game.

Then read the story aloud to the student, tracking with your finger and pausing to examine each picture together. The sight word **down**, introduced on Day 4, appears on page 8 of the story. Ask your student to find it. Other high-frequency words in the story that have already been studied are **its, my, first, at, I, one, is, two, the, up, do, and not**. Ask the student to identify these words as well.

After you have read the story, ask the following questions:



Why were the girl's knees shaking?

Why did her stomach hurt at the beginning of the story?

After the girl got to first base, her knees didn't shake and her stomach didn't hurt. Why not?

Why are the catcher and umpire wearing masks and protective padding?

Discuss that the players are playing safely. Many sports have protective gear to make them safer. What other examples can your student think of? (helmets for cycling, hockey, skateboarding, skiing, and snowboarding; pads for hockey and football; knee, elbow, and wrist pads for skateboarding)

Ask your student to help you read the story. Challenge the student to choose how to divide the reading, such as taking turns line by line or page by page.

If the student is a confident reader, the story could be read independently aloud or silently.

Writer's Workshop

Reread the **Hh** alphabet poem and do the accompanying actions.

Hh is for heart.
It beats in my chest.
It beats when I run.
It beats when I rest.

h

heart



Place one hand over your heart. You could add drama by running on the spot first to increase your heart rate.



When finished, your student is ready to start working on the letter **Hh** action alphabet page.

Challenge your student to name a number of words that begin with **Hh** to use in a sentence. Are there any **Hh** words on your Movement Words chart? Are there friends or family members whose names start with **Hh**? If so, your student could include them in the sentences. Listed below are some ideas.

Harold and Harriet are holding hands and hurrying.

How high can a horse hop?

Happy Howie hit a home run.

Remember to include both the upper- and lower-case letters, a sentence or two, and an illustration on each alphabet page.

Your student could use yarn for the letter. First, make the letter shape using glue. Then glue yarn on the shape.

Are you ready for lunch now?

This afternoon you will continue to have a ball.

Silent Reading

Time recommended: 5–10 minutes

Materials

Reading Resources



If your student is a baseball fan and enjoyed today's reading selection, try to locate some children's books about the game. The books *The Ball Game* by David Packard from the Hello Reader Series or *The Berenstain Bears Go Out for the Team* by Jan and Stan Berenstain would be good choices.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 6, Day 6.



Project Time

Time recommended: 50 minutes

Try both choices for today's Project Time.

Project Choice 1: Newspaper Baseball

This version of baseball can be played indoors or out, alone, or with a friend. Your student can use the bat and ball to play golf, too.

- To make a ball, stuff newspaper into a small bag or wrap a ball of newspaper tightly with plastic wrap. Use masking tape to secure it in the shape of a ball.
- To make the bat, take about a dozen sheets of newspaper folded in half and tightly roll them lengthwise. Wrap tape around the bat in several places to hold it together.

Find a safe area to play and set up one or more bases, depending on the number of players. Adapt the rules to suit the area and participants.

What other games can you invent to play with the bat and ball?
Which skills do your invented games help develop?

Project Choice 2: Bowling

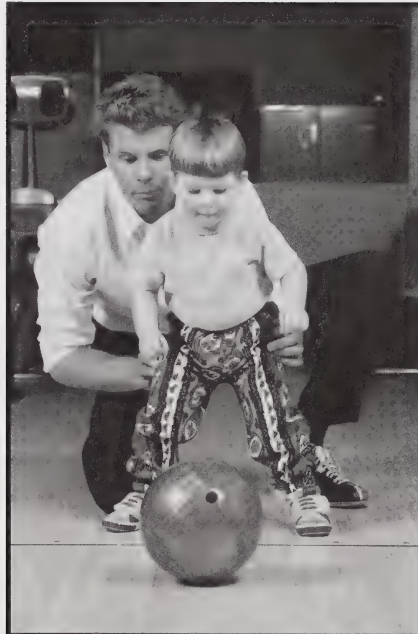
Use five paper-towel rolls or toilet-paper rolls for bowling pins. Each can be decorated or assigned a number for points. Use a tennis ball or other soft ball to bowl them over.

How far apart can you place the pins and still knock them all over?
How far away can you be from them and still knock them down?
Try setting them in a pyramid shape.

Sharing Time

Time recommended: flexible

Your student might enjoy sharing the games from Project Time with friends and family members. Talk about baseball or other team sports that family members have played. What does everyone like best about team sports? Can any of them be adapted to play in the season you are in now?



Let's Look Back

Time recommended: 10 minutes

Today's activities included a variety of movements. Challenge your student to name all the different movements from different parts of the day.

Materials

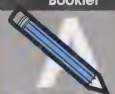
Student Folder



Is there anything about the day your learner would like to share with the teacher? If so, include a note to the teacher and place it in the Student Folder.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6A, and complete Day 6: Learning Log.

Story Time

Time recommended: flexible

"Popcorn Pete" is today's recommended poem. You can find it in *Toes in My Nose* by Sheree Fitch. Other selections from this poetry anthology may also be chosen.

Materials

Reading Resources



**Have you heard the saying
"Play ball!"?**

**How about
"Play safe!"?**

Playing safely is the theme of Day 7.

Playing Safely

Rules for playing safely are important for every child to learn. Today your student will consider some basic play-safe rules. You could also review some of the home safety rules discussed in Module 5, Day 16.

Your student will review spelling words and move with and write about the letters **Ii** and **Jj**. The student will also identify consonant blends found at the beginning and end of words. The Reading selection is "The Sea Where I Swim." This selection will highlight a discussion of Earth's water cycle as well as safety. Project Time offers a choice of painting or drawing a safety poster.

Play safe! Have fun!



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Music and Movement

Language Arts

- Printing Practice notebook
- *Level A: Modern Curriculum Press Phonics*, pages 255 and 256
- Thematic Assignment Booklet 6A
– Day 7: Water Flowchart
- “The Sea Where I Swim” from *Dive In*
- Movement Words chart from Day 1

Silent Reading

- favourite reading material
- *Jump Frog, Jump* by Robert Kalan

Math Time

- See Mathematics Module 6, Day 7.

Project Time

- large piece of art paper suitable for making poster
- paints (optional)

Let's Look Back

- Thematic Assignment Booklet 6A
– Day 7: Learning Log

Story Time

- mutually chosen reading material
- *The Water Journey* by Eleonore Schmid (optional)
- *The Magic School Bus at the Waterworks* by Joanna Cole

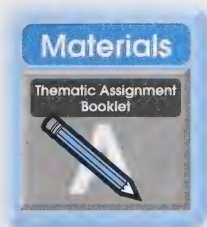


Calendar Time

Time recommended: 10 minutes

Proceed with your usual Calendar Time routine. Then refer to the Calendar Time Teaching Notes found in your Calendar Package for additional activities.

Focus for Today



Today's focus is on **developing attitudes and knowledge that will enable your student to become safety conscious**. In the Learning Log, found in Thematic Assignment Booklet 6A, you will comment on your student's awareness of the need to practise safety rules.

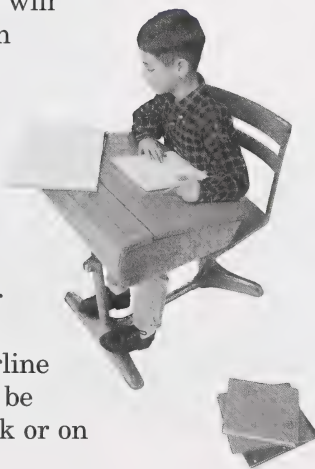
Language Arts

Time recommended: 35 minutes

Spelling

In today's spelling activity, your student will write sentences using the words listed in Day 3 of this module. If your student is working with personally chosen words, then the same procedure applies.

Ask the student to write a sentence for each of the spelling words. Remind your student to use a capital letter to begin each sentence, a capital for proper nouns, and correct end punctuation for each sentence. Have your student underline each spelling word. The sentences could be written in the Printing Practice notebook or on lined paper.



Materials

Phonics Book



Phonics

Turn to pages 255 and 256 in *Level A: Modern Curriculum Press Phonics*. For each page, help the student read the instructions and then assign the activity. Mark the pages and guide the student to make any necessary corrections. Re-mark the page with a different colour of pen.

Materials

Student Folder



Ask your student to label one of the pages with his or her full name and M6D7 before placing them in the Student Folder.

When the phonics pages are finished, say the words in the following list aloud, one at a time. Ask your student to identify which blend is heard at the beginning of each word.

blend

brown

prince

green

story

sport

skate

dress

class

Now ask your student to identify the final blends in these words.

sink

ring

mask

last

wrist

lump

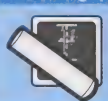
silk

rang

trunk

Activities

Teaching Tip



Continue to monitor the student's ability to read and write words with consonant blends. Call attention to them in reading material and slowly say the sounds aloud to help with spelling. **Applying** phonics skills to reading and writing is the key to improving these skills!

Music and Movement

Time recommended: 10–15 minutes

I Can! I Can!

Print the title **I Can!** on an empty coffee can or some other small container. Ask your student to think of his or her favourite movement activities. Then set a goal for each one, such as “I can make 20 skips before stopping.” Encourage the student to set realistic yet challenging goals. Print your student’s ideas on as many pieces of paper as there are ideas.

When you have written your student’s ideas on cards or paper and put them in the can, ask him or her to pull one out. Give your student lots of room and sufficient time to attempt the skill. When each goal is finished, print the date on the back of the card with the student’s accomplishment.

March 25, 20XX – 15 skips in a row



When your student masters the skill, sign the back of the card beside the date and write _____ **Can!**
(student’s name)





Encourage the student to continue to think of **I Can!** challenges and add them to the container.

Action Alphabet Poem

Two letters are featured in today's alphabet poem: **Ii** and **Jj**. Say the poem together a few times with expression. For example, say the sentence "You're it!" as if you were actually playing a game of tag and you just tagged someone.

**Ii is for it.
I will run away.
You come and catch me.
"You're it!" you will say.**

**Jj is for jump,
And that's what I'll do.
I'll start over here,
And jump right to you!**

i	You're it! 	Touch your head as though you've been tagged and say, "You're i-i-it!"	
j	jump 	Do a little jump.	

Have fun making up actions to accompany the poem!

Enrichment (optional)

Your student could cover and label other cans and set some **I Can!** goals in other subject areas, such as reading and mathematics.

Language Arts

Time recommended: 60 minutes

Reading

Materials

Reading Resources



Today's story, "The Sea Where I Swim," is found on pages 60 to 68 of *Dive In*.

Introduce the title of the selection to your student and then look at the pictures. Ask your student to describe what form of water is represented in each. You will notice the sea, clouds (water droplets held in the air), rain, a puddle, a creek, a river, and the sea again. Introduce the term **evaporation**, the process by which water is turned into vapour, and discuss the water cycle in simple terms.



Read the selection aloud. Your student will soon recognize the pattern and will be encouraged to read in unison with you. Discuss the fact that this is a **cumulative** or "add on" pattern. Look through the pages for words with consonant blends. Your learner may notice **swim**, **cloud**, **frown**, **creek**, **glittering**, and **crown**.

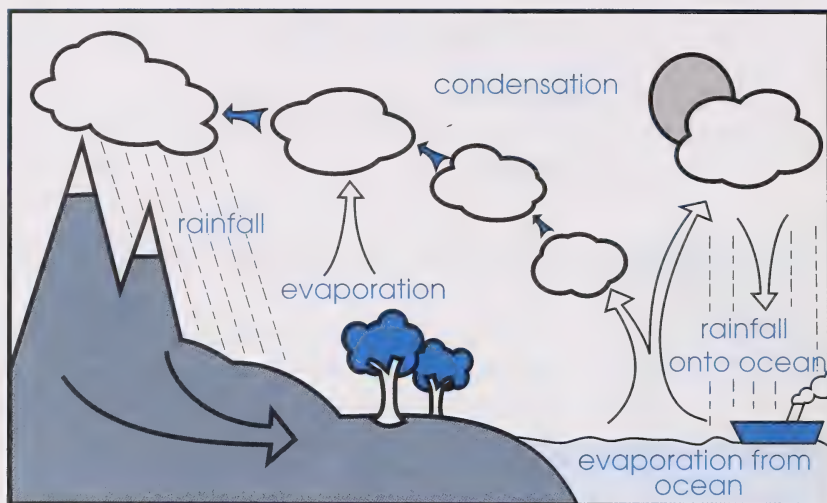
Activities

teaching Tip



When searching for specific words in stories, asking the student to **frame** the word with his or her fingers is a valuable technique. This lets the student focus on the complete word and is especially helpful for student's who have a difficult time seeing where one word ends and the next one begins.

Review the steps the water went through. Look back through the pictures and have your student identify each stage. Use the following simplified diagram and information to guide your discussion.



The sun warms the water on Earth and causes evaporation. This warm air rises and encounters cooler air. When moist air cools, it cannot hold as much moisture, and droplets of water condense to form clouds. Many water droplets join together to form raindrops, which fall back to Earth as rain.

Ask your student to help with the reading of the story “The Sea Where I Swim” or to read the story independently.

There are many movement words in this selection. Go back over the selection and identify them. Can any be added to the Movement Words chart? If so, add them now.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6A, and follow the directions to complete Day 7: Water Flowchart.

Playing safe is another topic for discussion. Does your student know basic safety rules for playing near water? Introduce the topic by using a script such as the following:

Activities

Home Instructor's Script



What do you know about playing safe?

What safety rules do you know about playing in the water?

What safety rules do you know about playing on ice?

What safety rules do you know about protecting yourself from the sun's rays?



Draw a chart with headings as follows:

Safety Rules		
	water	sun
summer		
winter		

Brainstorm safety rules for each section with your student. You could include some of the following:

- People should wear life jackets whenever they are in boats or near the water. Life jackets should be brightly coloured, be in good condition, fit properly, and include a whistle. Ask your student why a whistle is important (to signal for help). A life jacket can keep the person afloat and provide protection from cold water.

- Don't go on the ice on a river or lake unless an adult has checked that it is safe.
- Wear a wide-brimmed hat and tightly woven clothing when out in the summer sun. Stay out of the direct sun between 11:00 A.M. and 4:00 P.M. Play in shady areas. Wear generous amounts of waterproof sunscreen (SPF 15 or 30) and remember to reapply it frequently.
- Take special care when exposed to sun near reflective areas, like water and snow, even on a cloudy day.

Writer's Workshop

Reread the **Ii** and **Jj** poems and do the accompanying actions.

Ii is for it.
I will run away.
You come and catch me.
"You're it!" you will say.

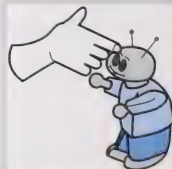
Jj is for jump,
And that's what I'll do.
I'll start over here,
And jump right to you!

i

You're it!



Touch your head as though you've been tagged and say, "You're i-i-it!"



j

jump



Do a little jump.



When finished, your student is ready to start working on the letters **Ii** and **Jj** action alphabet pages. Your student could use felt markers to colour toothpicks and glue them on the page to make the upper- and lower-case letter **I**.

It could be difficult to think of words starting with **I** or **i**. A few suggestions follow:

i	igloo
	inch
	into
	inside

Sample Sentence I inched my way in.

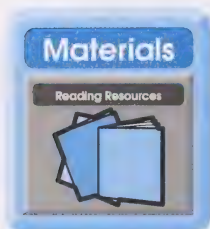
Before you go for lunch, ask your student to think of two safety rules to follow when swimming.



Silent Reading

Time recommended: 5–10 minutes

Another cumulative story your student may like is *Jump Frog, Jump* by Robert Kalan. It contains many animal movement words.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 6, Day 7.

Project Time

Time recommended: 50 minutes

After your morning discussion on ways to play safely, ask your student to create a safety poster.

Earlier today you made a chart about water safety.

Can you think of some other places that you play?

Can you think of some rules for playing safely in a park or playground?

What rules do you need to remember when crossing streets or playing near streets and roads?

Do you live on a farm? What farm-safety rules do you need to remember when you are playing?

Are there any other rules for playing safely that you can think of?

Materials

Phonics Book



If the student has saved the booklet “Safe Skating” from pages 167 and 168 in *Level A: Modern Curriculum Press Phonics* (used on Day 5 of Module 4), review and discuss safe skating.

In addition, discuss some of the following safety rules that your student may not have mentioned. Choose those rules most appropriate to your situation.

Playground or Play-Area Safety

- Check all playground equipment for safety.
- Check the area under playground equipment for sharp objects. Sand, gravel, shredded bark, and wood chips are the safest surfaces under playground equipment.
- Make sure you understand the rules for the use of each piece of equipment. (If necessary, demonstrate the safe use of the equipment and discourage unsafe practices.)
- Do not wear clothing with drawstrings on the hood or neck when playing on playground equipment.
- Tuck scarves inside snowsuits or jackets.
- Don't push or trip while on playground equipment.
- If someone gets hurt, ask a supervising adult to attend the injury.
- Don't kick or throw dirt, sand, or gravel.



Street Safety

- Look all ways before crossing the street or road.
- Never play near or behind parked cars.
- Never run out into the road or street.
- Cross the street at a corner or crosswalk, when possible.
- Walk, don't run, when crossing a street or road.
- If there are no sidewalks, walk on the left side of the road, facing the traffic.
- Use bike safety rules.

Farm Safety



- Be careful around farm animals.
- Never wrap a rope around any part of your body when leading an animal.
- Do not play on or near farm machinery.
- Do not climb on or in buildings such as barns, granaries, and silos.
- Do not touch any chemicals or unknown substances. Learn the symbols for poison, explosive, and corrosive.
- Never ride as a passenger on any farm equipment.

Enrichment (optional)

There are many good Internet sites with safety tips for you and your student. You may want to access one of the following:

- Child and Family Canada
http://www.cfc-efc.ca/menu/safety_en.htm

This site offers a menu with many choices of articles pertaining to child safety.

- The I'm Safe Network
<http://www.imsafe.com/>

Check out the Safety Tips and Activities for lots of safety information. There are also articles on toy safety and recall lists.

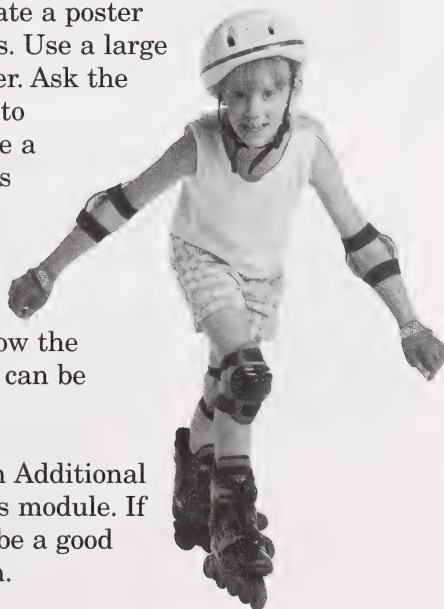
- Elmer the Safety Elephant
<http://www.safety-council.org/info/child/elmer/elmerthe.htm>

This is a children's site featuring Elmer the elephant with safety tips.

Now your student is ready to create a poster depicting one or more safety rules. Use a large sheet of paper suitable for a poster. Ask the student to think of a rule or idea to illustrate. The student could write a rule or general statement, such as "Play Safely." Fancy lettering or dark felt markers may be used to write the slogan.

Ask the student to think about how the poster will be illustrated. Then it can be drawn and coloured or painted.

Several safety videos are listed in Additional Resources at the beginning of this module. If you have located any, this would be a good time for the student to view them.



Sharing Time

Time recommended: flexible

The Project Time poster would be a good discussion starter with family members or friends about the importance of safety rules. Then consider other experiences family members have had where they learned first-hand the value of playing safe. Have any family members had “close calls” they would like to discuss?

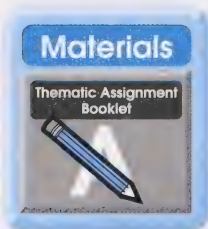
Let's Look Back

Time recommended: 10 minutes

Ask what new information your student learned today.

What part of the day did your learner like best? Why?

Ask the student to talk about the most personally relevant safety rules talked about today. Why is each one important?

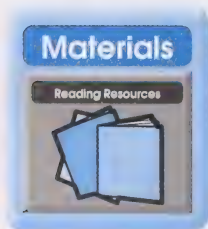


Turn to Thematic Assignment Booklet 6A, and complete Day 7: Learning Log.

Story Time

Time recommended: flexible

The poetry selection for today is “My Kangaroo” found in *Toes in My Nose* by Sheree Fitch.



If your student would like to learn more about the water cycle, *The Water's Journey* by Eleonore Schmid and *The Magic School Bus at the Waterworks* by Joanna Cole are fun and informative books.

**More fun is on the schedule for
Day 8 with a playtime theme.**

Playtime



What do you think of when you hear the word **playtime**? Toys, movement, and fun probably come to mind. In Project Time, your student will classify toys and create a new toy.

Your student will continue to “play” with consonant blends. The letter **Kk** will be featured in action alphabet activities. Today’s new sight words are **did** and **write**.

A poem by A. A. Milne is the reading selection for today. Your student will make an audiocassette recording of “Puppy and I” to send in to the teacher.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 257 and 258
- tape recorder and blank cassette tape for recording

Music and Movement

- “Fossils” from *Carnival of the Animals* on the *Classics for Children* CD

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 6, Day 8.

Project Time

Project Choice 1: Toy Classification

- assorted toys

Project Choice 2: Ring Toss Game

Variation 1: Cup and Nut

- a plastic cup, a metal nut or washer, and a 30-cm piece of string
- non-breakable cup

Variation 2: Paper-Towel Roll

- a paper-towel roll, a 50-cm piece of string, and a Mason jar lid or rubber ring, or spool from masking tape

Variation 3: Can You Catch?

- a tin can, a 30-cm piece of string, hammer, nail, large heavy button, metal washer or nut

Let's Look Back

- Thematic Assignment Booklet 6A
– Day 8: Learning Log

Story Time

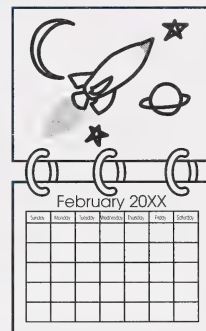
- mutually chosen reading material
- “Mud Mush Dance” from *Toes in My Nose*

Calendar Time

Time recommended: 10 minutes

Proceed with your usual Calendar Time routine.

Refer to the Calendar Time Teaching Notes found in the Calendar Package for other suggested activities.



Focus for Today

Reading skills are the focus for today's Learning Log.

Observe the skills your student uses to read today's poem. You will also comment on your student's willingness to record readings. Preview Day 8: Learning Log from Thematic Assignment Booklet 6A prior to beginning the day's activities.

Language Arts

Time recommended: 35 minutes

Word Study

Begin today's Word Study activities by printing the words **did** and **write** on coloured index cards. Can your student read them at a glance?

If so, have your student place them in the personal word bank. Then have your learner select a theme-related word or a special-interest word. Print it on a white index card and review it together before placing it in the New Word Box. This might be a good time to look through the New Word Box and see if any of the words are easily recognized and can be moved into the personal word bank.

If the words are not recognizable, have the student print them on the chalkboard or a piece of paper.

- Point out that **did** can be sounded out.

- Notice that **write** has a **super e**. That is a signal for the **i** to say its own name. Draw an arrow from the **e** to the **i**. The **w** is silent in **write**. Draw a dotted line through the **w**.

write



Materials

Collections Writing Dictionary



The student could also select a theme-related word or special-interest word to print on a white index flash card and add to the New Word Box. Also add new words to the *Collections Writing Dictionary*.

Phonics and Printing

Materials

Phonics Book



Today's Phonics activity includes reading and printing practice using consonant blends. Open *Level A: Modern Curriculum Press Phonics* to page 257. The child could read the story aloud or silently. Provide support as necessary and encourage your student to use phonics skills to decode words with consonant blends. After the page has been completed, guide the student to make the necessary corrections. Re-mark the page in a different colour of pen.

Draw your student's attention to the word **friend** in the title. Ask the following questions:

What is the beginning consonant blend?

What is the final consonant blend?

Materials

Student Folder



Discuss the "Think" question at the bottom of page 257. Then ask your student to complete page 258. Remind your student to print neatly, as this is also today's printing practice.

When you are finished, identify one of the pages with the student's full name and M6D8, and place this sheet in the Student Folder.

Music and Movement

Time recommended: 10–15 minutes

Materials

Audiocassette



Today's Music and Movement uses the musical selection "Fossils" from the *Classics for Children* CD. Do not introduce the title of the piece. Instead, invite the student to sit quietly with his or her eyes closed and listen to the music the first time through.

After playing the music once, ask your student to describe what scene was imagined. Then invite your student to dance the movements as you play the music a second time.

Next, ask your student to think of something completely different that the music could be describing. Play the piece a third time while your student dances the new interpretation. Then ask the following questions:

Which of the two dances did you like best?
Why?

Action Alphabet Poem

Today's alphabet poem has the letter **Kk**.

**Kk is for kick.
Can you kick so high?
My left, my right foot,
Can kick to the sky.**

k

kick



Kick out one leg, and extend one arm in front of you.



Read the poem together and do the accompanying actions. Then discuss easy ways to remember which side is right and which side is left.

Break for a drink of water before continuing with the morning's activities. You can point out the importance of drinking lots of water when exercising.

Language Arts

Time recommended: 60 minutes

Reading



Today your student will record a reading of the following poem "Puppy and I" for the teacher. The author of this poem is A. A. Milne, who wrote *Winnie the Pooh* and *House at Pooh Corner*. If your student is familiar with those books or the character of Winnie the Pooh, mention that this poem is by the same author.

Puppy and I

I met a Man as I went walking;
We got talking,
Man and I.

"Where are you going to, Man?" I said
(I said to the Man as he went by).

"Down to the village, to get some bread.
Will you come with me?" "No, not I."

I met a Horse as I went walking;
We got talking,
Horse and I.

"Where are you going to, Horse, today?"
(I said to the Horse as he went by).

"Down to the village to get some hay.
Will you come with me?" "No, not I."

I met a Woman as I went walking;
 We got talking,
 Woman and I.
 “Where are you going to, Woman, so early?”
 (I said to the Woman as she went by).
 “Down to the village to get some barley.
 Will you come with me?” “No, not I.”

I met some Rabbits as I went walking;
 We got talking,
 Rabbits and I.
 “Where are you going in your brown fur
 coats?”
 (I said to the Rabbits as they went by).
 “Down to the village to get some oats.
 Will you come with us?” “No, not I.”

I met a Puppy as I went walking;
 We got talking,
 Puppy and I.
 “Where are you going this nice fine day?”
 (I said to the Puppy as he went by).
 “Up in the hills to roll and play.”
 “I’ll come with you, Puppy,” said I.¹

A. A. Milne

If your student is a confident reader and is willing to do an **unpractised** reading, start with Part 1. If an unpractised reading is too difficult for your student at this time, proceed to the Alternative Activity. Then continue on to Part 2 and Part 3.

¹“Puppy and I” by A. A. Milne, from WHEN WE WERE VERY YOUNG by A. A. Milne, illustrations by E. H. Shephard, copyright 1924 by E. P. Dutton, renewed 1952 by A. A. Milne. Used by permission of Dutton Children’s Books, an imprint of Penguin Putnam Books for Young Readers, a division of Penguin Putnam Inc. All rights reserved.

Part 1

1. Turn on the cassette recorder and tell the teacher that this reading is an unpractised reading.
2. Ask your student to say his or her name and the title of the poem.
3. Say,

As you look at the pictures, tell what you think the poem will be about.

4. After the student's predictions have been recorded, have him or her read the poem as independently as possible. Give help with unfamiliar words, such as **village** and **bread**, if necessary. Observe the strategies your student uses to figure out unknown words.
5. Ask if your student found the poem difficult or easy to read. Which words were hardest?
6. Turn off the cassette recorder.
7. Discuss the story by having your student tell who the boy met and what happened each time. Also discuss why the boy wanted to go with the dog, but not with the other animals.



Alternative Activity

If your student is not yet ready to read the poem independently, follow these steps:

1. Read the poem aloud, encouraging your student to join in when ready.
2. Discuss what happened in the poem.

What is the little boy doing in the poem?

Who did he meet on his walk?



Why do you think the boy wanted to go with the puppy?

3. Read the poem a second time together, encouraging more participation from your student.

Part 2

Print the title **Puppy and I** at the top of chart paper or unlined loose-leaf paper. Under the title, print the headings **Who**, **Where**, and **Why**.

Puppy and I		
Who	Where	Why

Fill in the chart by reviewing the sequence of events in the poem. Ask the student who the boy met on his walk, where each of the characters was going, and why each one was going there.

Who did the boy meet first on his walk?

(the man)

Where was the man going? (to the village)

Why was he going to the village?

(to get some bread)

Continue to ask who the boy met, where each character was going, and why. Print the information about each of the characters on the chart.

Can you think of some characters you might meet if you were out walking?

Where might they be walking to?

Why would they go there?

Let's write your ideas on the chart.

Puppy and I		
Who	Where	Why
man	to the village	to get some bread

Fill in the chart with your student's ideas. Challenge the student to think of at least three different characters, where they went, and why. As your student thinks of ideas ask **who**, **where**, and **why**. When the chart is finished, read it over with your student.

Materials

Student Folder



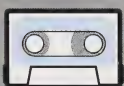
Label the back of the chart with the student's full name and M6D8 before placing it in the Student Folder.

Part 3

Ask the student to read the poem again and choose two pages to read to the teacher. Practise the pages until ready to record. Turn on the cassette recorder and tell the teacher that your student is now going to record a **practised** reading from the poem "Puppy and I."

Materials

Audiocassette



Tell your teacher the title of the poem and the page numbers you are going to read.

Now you may begin.

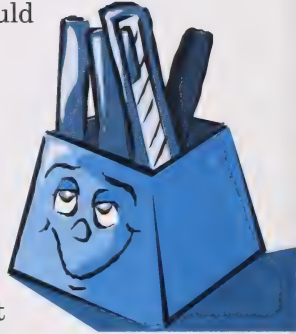
Give help if needed. When your student is finished reading the two pages, praise any progress in reading and ask the following question:

Is there anything else you would like to tell your teacher before we turn off the tape recorder?

Do not rewind the tape. On Day 9, your student will add another recorded assignment.

Writer's Workshop

For the Action Alphabet book, the student could make the letter **Kk** out of broken strands of spaghetti or toothpicks. What else might be used to make straight letters? Torn pieces of paper? Pipe cleaners? Cardboard cut from a cereal box? Use your imagination.



Do you have any **Kk** words on your Movement Words chart? If not, be sure to add them after this page is complete. Consult your student's imagination for examples. Take a look through the ringed index cards from Word Study activities. Do you have any **Kk** words?

Reread the action alphabet poem for the letter **Kk** and do the accompanying actions a few times.

**Kk is for kick.
Can you kick so high?
My left, my right foot,
Can kick to the sky.**

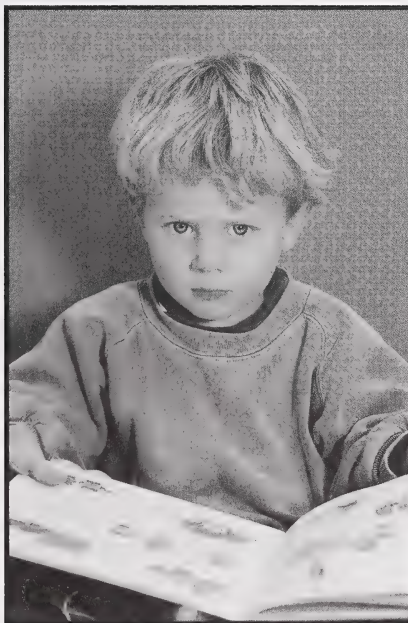
It might be hard to think of movement words other than **kick** and **karate**, so think of other things that move: kites, kittens, kangaroos, and kings.

**Now is a good time to
take a lunch break.**

Silent Reading

Time recommended: 5–10 minutes

Suggestions are sometimes made for stories or poems related to the day's theme that your student could enjoy. These are only suggestions. It is very important to allow the child to choose reading material that reflects personal interests.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 6, Day 8.

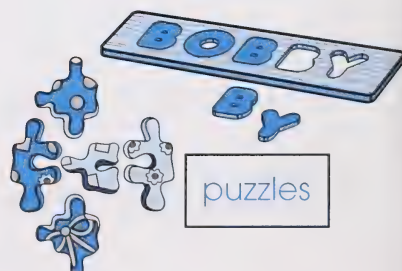
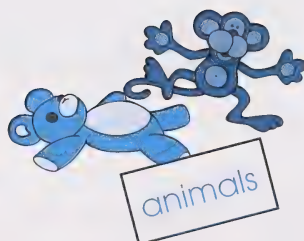
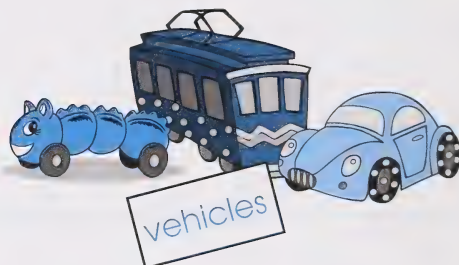
Project Time

Time recommended: 50 minutes

In Project Time, your student will gather and classify some toys and then create a simple toy from household materials.

Project Choice 1: Toy Classification

Gather a variety of different toys from your home. Try to include diverse types of items. Ask your student to think about ways to classify or sort the toys into groups. Print labels on cards or slips of paper and have the student sort the items.



Ask the student to think of some different classifications. Look at the parts that make up the toys. Can they be sorted into categories like wheels and no wheels? Moving parts and no moving parts?

Here are some other categories your student could try:

- soft and hard
- many pieces and one piece
- indoor and outdoor
- makes a noise and no noise
- large and small
- baby toys, toddler toys, school-aged child's toys

Project Choice 2: Ringtoss Game

Your student can now create one of these simple ringtoss toys. These toys are an adaptation of a game that Inuit children and other Aboriginal children have played for centuries. Your student will need some quick movements to master the toy!

Three ways to make a ringtoss toy are provided. If you like, you could try more than one and decide which one you like best. Experiment with making the string lengths longer or shorter. Which way makes it easier? Which way makes it more difficult? What other changes can you make to the toy?

Variation 1: Cup and Nut

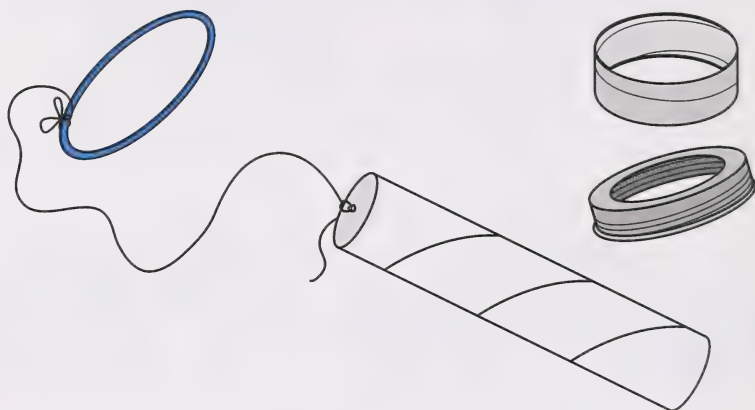
Tie a metal nut or washer to a piece of string that is about 30 cm long. Hold the cup and try to flip the nut into the cup.



Variation 2: Paper-Towel Roll

Attach a 50-cm piece of string to the end of a paper-towel roll by making a hole in the end of the roll and threading the string through. Attach the other end to a metal jar ring or rubber ring or the spool from a roll of masking tape.

Hold the end of the roll in one hand, toss the ring in the air, and try to catch the ring around the roll.



Variation 3: Can You Catch?

Note: An adult should check that the can has no sharp edges, and provide help with punching the hole.

Use a hammer and nail to punch a hole in the bottom of an empty tin can. Thread the end of a 30 cm piece of yarn into the hole. Tie a large knot to the end inside the can or attach the yarn to a paper clip so it can't be pulled out.

Tie the other end of the yarn to a large button, metal washer, or nut. Hold the can in one hand and swing the button with the other. Try to catch it in the can.



Sharing Time

Time recommended: flexible

Friends and family members might enjoy trying today's toy.

Your student could demonstrate personal growth in reading by reading aloud a few verses (or all) of "Puppy and I."

Let's Look Back

Time recommended: 10 minutes

Ask your student to tell what was enjoyed about today's lesson. Then ask the following questions:

What did you like about today's Music and Movement dances?

Did you like making a tape recording of your reading?

Why or why not?

Do you think your reading is getting better?

If you could change one thing about today, what would it be?

What would you like to learn to do even better?

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 6A, and complete the Day 8: Learning Log. Remember to add your comments and your student's comments.

Story Time

Time recommended: flexible

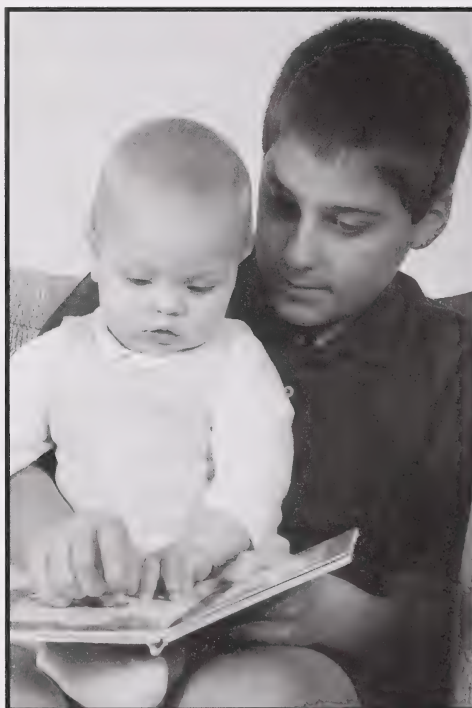
Materials

Reading Resources



Today's poetry selection for Story Time is "Mud Mush Dance," which is found in *Toes in My Nose* by Sheree Fitch.

This is the last of the series of poems suggested for Story Time reading. On Day 9 your student will choose a favourite from among the poems.



**You are almost finished the first
half of On the Move!
Well done! Roll right
along into Day 9.**

Rolling Right Along



How do vehicles and toys keep rolling right along? They roll on wheels!

Wheels aren't the only things rolling in this lesson. In Project Time, your student will design and build a roller coaster for toys.

As the cassette recorder rolls along, your student will record part of a favourite poem from the poetry book *Toes in My Nose*.

The letters **Ll** and **Mm** roll into the spotlight, as does the use of the letter **Yy** as a vowel.

Reading Time features a book about a ball that rolls away. Where does the ball go? As the student reads and practises the many prepositions in the story, the answer will be discovered.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 259 and 260
- Thematic Assignment Booklet 6A
– Day 9: Printing
- computer (optional)

Music and Movement

- the I Can! container from Day 7:
Music and Movement

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 6, Day 9.

Project Time

- toys and other objects that roll
- large piece of poster paper
- pillowcase
- various construction items, such as paper tubes, cardboard boxes, books, chairs

Let's Look Back

- Thematic Assignment Booklet 6A
– Day 9: Learning Log

Story Time

- *Anna's Red Sled* by Patricia Quinlan (optional)
- *Kate Skates* by Jane O'Connor (optional)
- *Babushka's Doll* by Patricia Polacco
- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Once the basic calendar procedure has been completed, refer to the Calendar Time Teaching Notes found in the Calendar Package for other suggested activities.

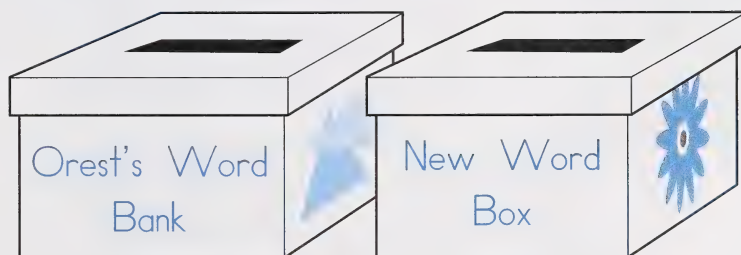
Focus for Today

Can your learner select a personal favourite from a number of poems? Is the student able to explain why it's a favourite? Today's focus is on your student's ability to **state preferences** and **explain opinions**.

Language Arts

Recommended Time: 35 minutes

Word Study



Today's high-frequency words are **find** and **too**. Print them on coloured index cards and check your student's ability to read them at a glance. If the student is able to read them easily, suggest one or two theme words. Today might be a good day to review the words from the word bank.

Materials

Home Instructor's Manual



If your student did not automatically recognize the words, refer to Word Study Teaching Notes. These notes include helpful suggestions for teaching word recognition. They are found in the Appendix of the Home Instructor's Manual.

Discuss the meaning of the word **too**, and then compare it with the words **to** and **two**. Use these words in sentences to illustrate their distinct meanings.

Phonics

Today's Phonics lesson is about the use of **y** as a vowel. When the letter **y** is used as a vowel, it can have a "long i" sound, as in **try**, or a "long e" sound, as in **funny**.

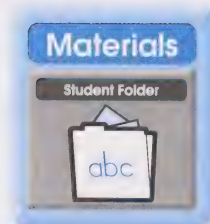
Print the word **yes** on the chalkboard or a piece of paper and ask your student to read it. This word shows an example of the letter **y** being used as a consonant.

Print the word **my**, which was introduced as a high-frequency word on Day 6 of Module 5. Next print the word **only**, a sight word from Day 6 of this module. Ask your student to read both words aloud and to tell you what sound the **y** makes in each word. The sounds spoken are the two sounds **y** makes as a vowel.

Turn to page 259 in *Level A: Modern Curriculum Press Phonics*. Read the poem at the top of page 259 together. Discuss which sound each of the words with **y** has, a "long i" sound or a "long e" sound.

Help your student read the instructions. Review the three different sounds for **y**, shown in the words **fly**, **yo-yo**, and **twenty**. Provide help reading the words as your student completes this page.

Continue on to page 260. Encourage your student to sound out the words independently to complete the activity. Help whenever necessary.



Once pages 259 and 260 are completed, mark them, and then guide the student to make any necessary corrections. Re-mark the pages with a different colour of pen. Label one of the pages with the student's full name and M6D9 before placing it in the Student Folder.

Printing

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 6A, and follow the instructions to complete Day 9: Printing. Review Points for Printers as necessary to ensure your student follows good printing practices.

Music and Movement

Time recommended: 10–15 minutes

Concentrate on physical fitness today and revisit the I Can! container prepared on Day 7. Let your student choose three or four activities from the can and try to reach the goal set on the cards. Take some time to stretch up high and bend down low. Then shake the body.







Have your student take responsibility for bringing equipment out and for returning it to its place. Discuss how proper care of equipment helps it to last longer.

Action Alphabet Poem

After completing the activities, ask the student to read today's poem aloud. Provide help if needed. While reading the poem, encourage your student to think of and perform an action for each line of the poem.

Ll is for la-la-la.
I'll sing as I hop.
I'll sing as I skip.
I'll sign when I stop.

Mm is for m-m-m.
I taste something yummy.
I swallow it down.
Now it's in my tummy.

l	la-la-la 	Emphasize that the letter l is a musical sound by saying "la-la-la."	
m	m-m-m 	Make the sound people make when they think of delicious food.	

Enrichment (optional)

Play a hiding game with your student. Hide a small object, such as a coin or a small ball, in the room where you are working. Have the student ask questions to identify where it is. Each question should have a preposition in it, such as "Is it **behind** the sofa? Is it **under** the table? Is it **between** the cushions?"

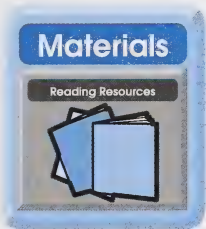
A variation of this game is for you to give your student directions, such as "Look **beside** the lamp. Look **under** the carpet." Give several false directions and then the correct one so that your student will have practice responding to directions with prepositions.

Another variation of this game would be to imagine places to hide an object, such as “A good hiding place would be **under** the laundry basket **in** the basement.” Again, encourage the use of relationship words in the description.

Language Arts

Time recommended: 60 minutes

Reading



During Story Time on Days 3 to 8 of this module, a poem has been suggested as appropriate reading. The suggested poems from *Toes in My Nose* by Sheree Fitch were

- “The Lizard”
- “William Worm”
- “Doctor Stickles”
- “Popcorn Pete”
- “My Kangaroo”
- “Mud Mush Dance”



If you have not read these poems during Story Time, please read them to your student now.

Which poem does the student like best? It might be necessary to revisit several of the poems in order to make a decision. Have your student explain the reasons for the choice. Then select four or five lines of the chosen poem to practise reading.



Use the audiocassette from Day 8 with the reading of “Puppy and I.” Turn on the cassette recorder, and record the student’s reading of the poetry lines and the reasons for choosing the poem. Have your student add any other comments about the suggested poems to share with the teacher. Then rewind the tape so it is ready for submission.







If you have not already done so, label the tape with the student’s full name and M6D9. Place it in the Student Folder for submission at the end of the day’s activities.

Writer's Workshop

Reread today's poem and do the accompanying actions a few times.

Ll is for la-la-la.
I'll sing as I hop.
I'll sing as I skip.
I'll sign when I stop.

Mm is for m-m-m.
I taste something yummy.
I swallow it down.
Now it's in my tummy.

l	la-la-la 	Emphasize that the letter l is a musical sound by saying "la-la-la."	
m	m-m-m 	Make the sound people make when they think of delicious food.	

When finished, your student is ready to begin the action alphabet pages for **Ll** and **Mm**. Perhaps your student could use shading or shadowing to make the upper- and lower-case letters. This technique can easily be accomplished with most word-processing programs on the computer or by hand by lightly shading one side of the letter. Encourage your student to suggest other ideas of how to draw today's letters.



Are there friends or family members whose names begin with **Ll** or **Mm**? Does your student have a favourite book or television character whose name begins with **Ll** or **Mm**? What about a hero, sports figure, or other famous person the student knows? What action could this favourite character be doing?

Have a good, healthy lunch!

Silent Reading

Time recommended: 5–10 minutes

It is important to provide your student with a variety of reading materials. As you complete Module 6A, display some new reading material for your student to choose from for the last half of the module.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 6, Day 9.

Project Time

Time recommended: 50 minutes

Your student will experiment with rolling objects today.

Project 1: Brainstorming Objects That Roll

Ask your student to think of things that can roll. As your student names items, list them on a chalkboard or a piece of paper. Gather as many items as possible from your home. Some suggested items include small-wheeled toys, marbles, small balls, cardboard tubes, drinking glasses, cans, pencils or markers, and spools.

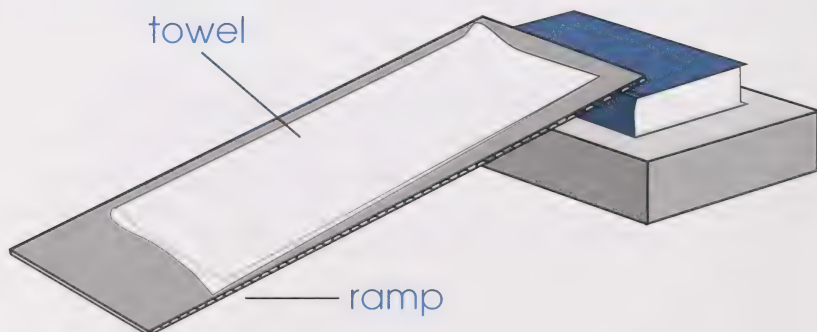
Project 2: Ramps

Create a ramp using cardboard, cutting board, or other stiff material, and a stack of books or boxes. Roll the gathered objects down the slope. Your student can observe which object rolls the farthest or fastest. Vary the height of the ramp. What happens?

Enrichment (optional)

If your student would like to continue experimenting with ramps and rolling objects, try covering a ramp with different surfaces. Some things to try are towels, newspaper, plastic, carpet pieces, bubble wrap, or glass.

Which surface allows a toy to roll the farthest? Which surface makes the toy go slowest? Why?



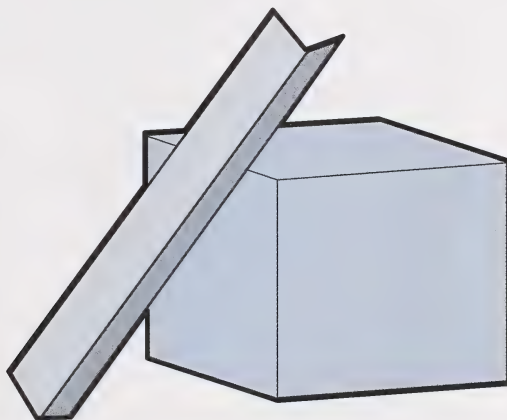
Project 3: Roller Coasters

Challenge your student to think of a way to make a marble or small toy vehicle roll uphill. Put a small uphill ramp facing the ramp used in the previous activity. Roll an object down the downhill ramp. What happens?

Hold a large sheet of poster paper or other sturdy paper with the child and practise making the toys roll up and downhill. How long can you keep a marble rolling this way? Try the same experiment holding a piece of cloth, such as a pillow case.

Now your student can build a roller-coaster track for the marble or toy. Suggest that a track be designed that will permit the toys to change direction, go through tunnels, and go uphill.

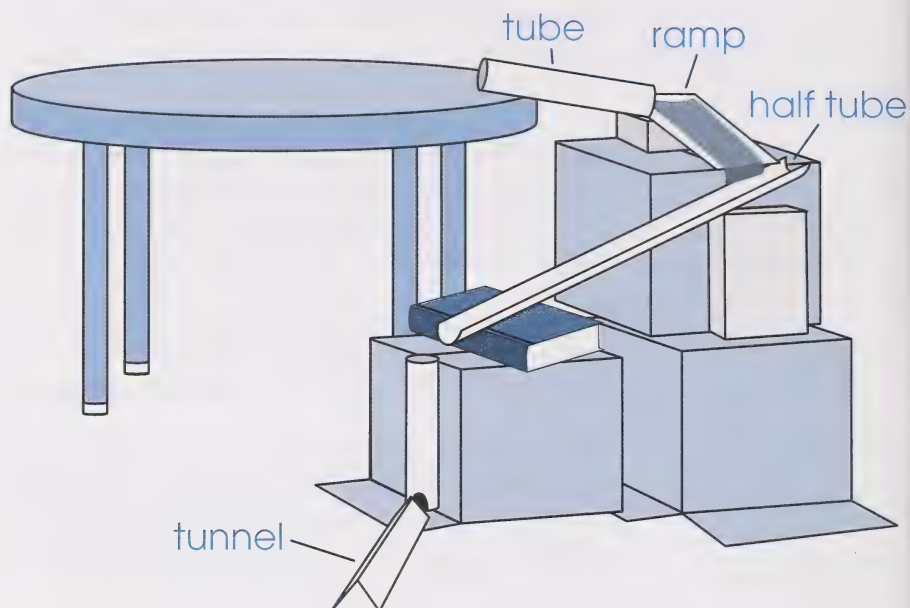
Allow your student to choose from a wide variety of construction materials, such as cardboard tubes, construction paper or Manila paper, cardboard pieces, wood scraps, books, or any other suitable materials. Show how to fold paper into a “v” shape to keep the toy or marble from rolling off the path.



Use furniture or counters to provide the initial height. Provide plenty of time to experiment with different materials, slopes, and ideas.

Day 9 • Rolling Right Along

When the track is finished, experiment with different toys or marbles. Which ones work the best?



Do not dismantle the roller coaster until after today's Sharing Time.

Sharing Time

Time recommended: flexible

Your student could share a poem from *Toes in My Nose*.

Have the student also explain the construction of the roller coaster to other family members and friends and give them the opportunity to try it.

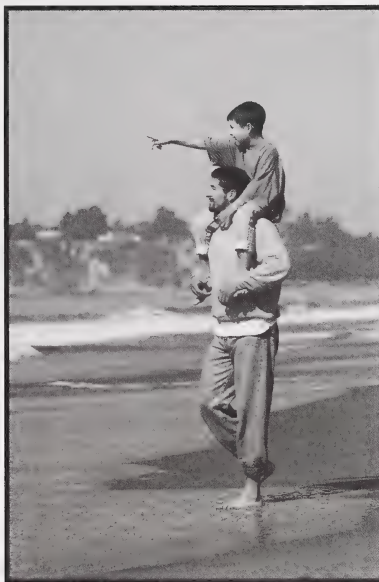
Let's Look Back

Time recommended: 10 minutes

Today your student expressed a preference for a poem.

To add to your knowledge of the student's ability to state preferences, ask your student to look back through all the pages of the Action Alphabet book. Encourage your student to choose a favourite page and explain why it was chosen.

Ask your student to choose another page and explain what improvements could be done to make it look better.



Turn to Thematic Assignment Booklet 6A, and follow the directions to complete Day 9, Student Folder Items.

Check off each item as you gather the required materials from your Student Folder. Submit these items to your student teacher for marking at the time the teacher has requested them.

Story Time

Time recommended: flexible



Would your student like to read about some toys that don't roll? Try *Anna's Red Sled* by Patricia Quinlan, *Kate Skates* by Jane O'Connor, or *Babushka's Doll* by Patricia Polacco.

**The first half of
On The Move is finished.**

**On Day 10, when you start the next
half of the module, you will have
fun with wheels.**

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